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ABSTRACT

This report summarizes 1988-89 statistical data on student characteristics and educational outcomes for the Seattle (Washington) Public School District. Information is reported for the entire district, by racial group, and by type of school. The following demographic characteristics are reported: (1) 45.1 percent of the students are white and 54.9 percent of the students are non-white; (2) nearly 44 percent of the students do not live with both parents; (3) fewer high school students are eligible for free or reduced-price lunches than elementary school or middle school students; (4) 9 percent of the bilingual students are limited-English-proficient; and (5) 8.1 percent of the students are enrolled in special education. The following student outcome measures are reported: (1) graduation rates vary considerably among ethnic groups; (2) academic grades awarded within each ethnic group vary widely; (3) overall grade point averages differ greatly among ethnic groups; (4) achievement test scores vary considerably from ethnic group to ethnic group and grade level to grade level; (5) high school students showed the strongest achievement gains over the last year; (6) substantially higher percentages of non-white students scored below the 25th percentile on achievement tests than white students; (7) absenteeism increases in the second semester; (8) suspensions increased over the last year and expulsions remained steady; (9) the number of students below grade level declined over the last year; and (10) the dropout rate is increasing. Statistical data are presented in 71 tables and 11 graphs. (FMW)

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Management Information Paper

Seattle Public Schools
815 Fourth Avenue North
Seattle Washington 98109

Data Profile District Summary

December 1989

Report No. 89-9

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INTRODUCTION

The Data Profile District Summary is the fourth in a series of information profiles on the Seattle Public Schools. This profile follows the example of districts such as Rochester, Philadelphia, Boston, and Dade County. It provides, in a single published document, information of interest to a wide variety of audiences. The information includes:

* Baseline data for school based planning and program monitoring;
* Information for researchers and grant proposal writers;
* Information pertaining to disproportionality and other issues facing Seattle; and,
* General District information for public awareness.

The complete document consists of an overall District summary and individual school profiles. This report is a preliminary version of the District summary and is limited in scope. It contains data which are immediately available at the end of the school year as well as data which cannot be determined immediately after school is out, such as dropouts. Future editions will include more fiscal and operational information.

New for this report are the addition of four data elements and the expansion of an existing data element. The four new data elements include: academic grade distribution, attendance, graduates, and student achievement longitudinal trends. The data regarding students below grade level, which had been reported only at the district level in the past, has been separated into high school, middle school, and elementary grade levels.

There are two parts of the report. The first contains demographic information, the number of students in the District and several of their characteristics. The second part describes the educational outcomes for students.

Beginning with the 1989-90 school year, the Seattle Public School District instituted a new grade configuration policy, in which all middle schools in the District enroll sixth grade students and elementary schools consist solely of students in grades K through five. This change should be considered when examining the data. In general, middle schools, will show increases in the number of students (simply as a result of the change in grade configuration), whereas elementary schools will show decreases in the number of students. Consequently, when comparing 1988-89 and 1989-90, one should examine percentages rather than actual numbers of students.

Each data element is presented in a table which contains the number and percent of students in each of the nineteen ethnic categories used in Seattle as well as the five major ethnic categories defined by the Office for Civil Rights. Each table contains the

most current data, either 1989-90 or 1988-89, and several years of historical data. Two graphs usually accompany each data table. The upper graph shows the trend in terms of percent of total enrollment and the lower graph reports the actual numbers for each of the five major ethnic categories.

The data presented here are descriptive of the Seattle Public Schools' student population. The data have not been subjected to the kinds of analysis designed to answer specific questions. All students with valid data are included regardless of special students conditions such as limited English proficiency or handicap. Similarly, students from all special and alternative programs are included. In addition to the 10 high schools, 10 middle schools and 61 elementary schools, the profile includes students enrolled in six self-contained alternative schools, a variety of special programs within the regular schools programs, and over a dozen special education facilities such as the detention center and hospital instruction.

Because this report is descriptive in nature, no statistical tests or inferences are made. A more extensive analysis of the data based upon specific program objectives or research questions would be necessary to make defensible statements about program effects or student outcomes for various subgroups of students.

DEMOGRAPHIC DATA

* Enrollment
* Living Condition
* Free or Reduced-Price Lunch
* Bilingual Students
* Special Education Students

ENROLLMENT

ENROLLMENT

Definition

The first data element is District enrollment. It is a summary of the number and percent of students enrolled in the District who are members of each ethnic group covering an eight year trend.

Enrollment figures are from the first week in October of each year unless otherwise specified.[1] October 1 enrollment is the District baseline for several reasons. The October 1 enrollment count is the first computerized count of students in the District following the deadline for dropping students who have not shown up in their assigned school each year. It also corresponds to the first computerized enrollment report to the Superintendent of Public Instruction (SPI) for revenue (Form P223) and the annual ethnic count reported to SPI (Form P105). These figures are published by SPI each year. This count is also the base count for our enrollment projection system each year and is used for funding and staffing.

There are a number of different enrollment figures regularly reported in Seattle. The enrollment figures used here are headcounts of all students, grades K-12. CAMPI, Headstart, and preschool handicapped students are not counted. Shared-time students, part-time students and half-day kindergarten students are counted the same as other students. Other kinds of enrollment counts are produced by the District. They differ in the way students in special programs, part-time students, preschool students, and shared-time students are treated and when the count date is taken.

Results

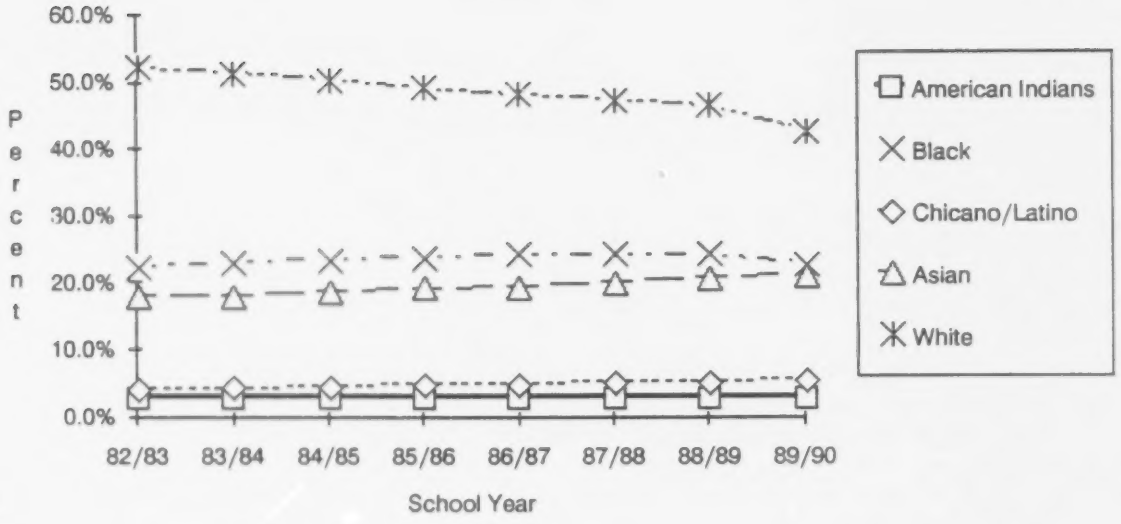
The number and percentage of White students shows a modest decline while the number of Asian students continues to increase. The net result was a 2,300 student decline. There has been a slight increase in the Chicano/Latino population whereas the growth in the number of Black students has stabilized. The number and percentage of Native American students has remained fairly constant. This year the Seattle Public Schools are 45.1 percent White and 54.9 percent non-White.

Subsequent charts show similar figures for high school, middle school and elementary school students separately. The high school chart and table show an enrollment decline of nearly 1,000 students. This decline involves all ethnic groups but one, Chicano/Latino. At the middle school level an increase of nearly 1,900 students is shown for October 1989-90. This is primarily due to the new grade configuration policy. Elementary school data, on the other hand, reflect a decrease of more than 3,100 students from 1988-89 to 1989-90.

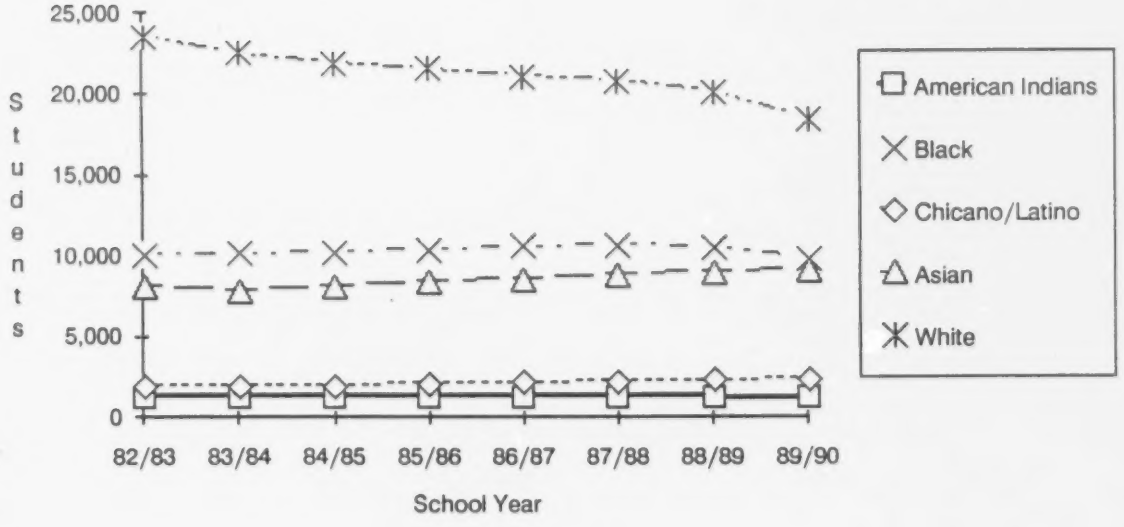
---

[1] November 1 was used for the 1985-86 school year. Because of a strike, school opening was delayed one month that year.

Enrollment Trends by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



Enrollment Trends by Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90

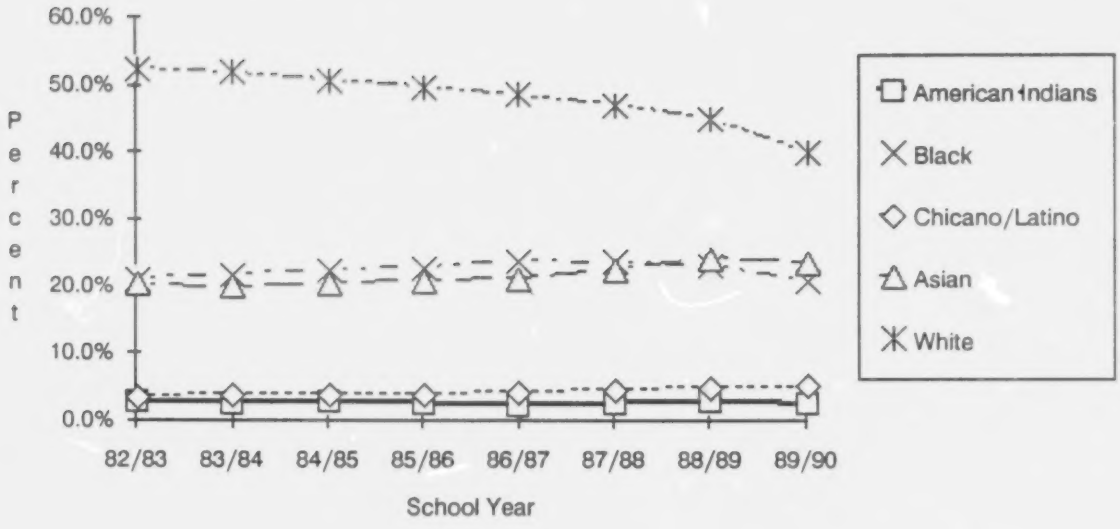


SISO - December 1989

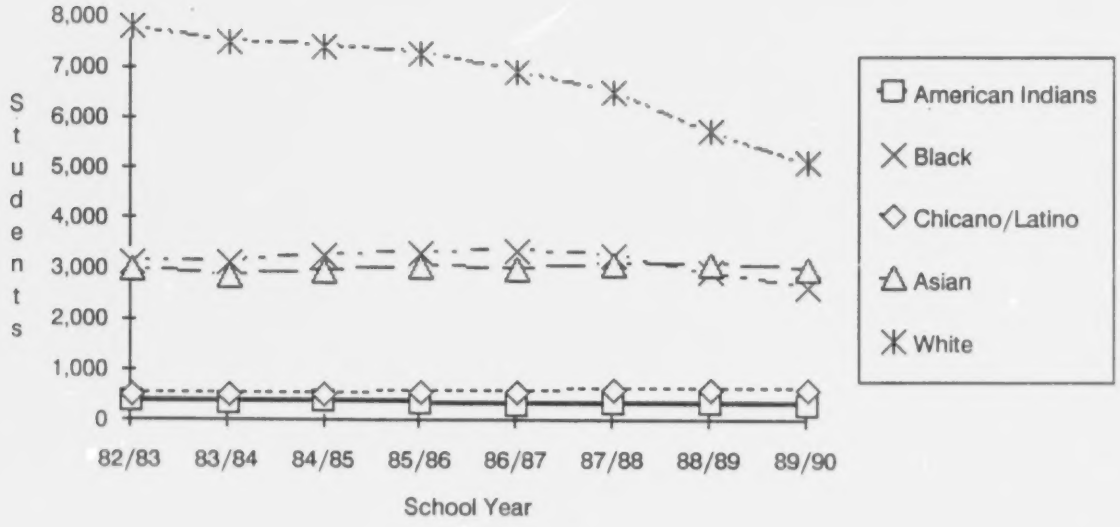
District Summary
Number and Percent of Students in each Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	961	2.1%	952	2.2%	910	2.1%	928	2.1%	933	2.1%	942	2.1%	940	2.2%	854	2.1%
Alaska Native	285	0.6%	290	0.7%	259	0.6%	262	0.6%	255	0.6%	246	0.6%	238	0.5%	243	0.6%
Native American	54	0.1%	42	0.1%	62	0.1%	61	0.1%	80	0.2%	98	0.2%	93	0.2%	98	0.2%
Summary	1,300	2.9%	1,284	2.9%	1,231	2.8%	1,251	2.9%	1,268	2.9%	1,286	2.9%	1,271	2.9%	1,195	2.9%
Black	10,121	22.4%	10,195	23.2%	10,254	23.6%	10,400	23.8%	10,636	24.3%	10,702	24.3%	10,522	24.3%	9,862	24.1%
Chicano/Latino																
Latino Asian	155	0.3%	172	0.4%	169	0.4%	187	0.4%	208	0.5%	228	0.5%	252	0.6%	262	0.6%
Latino Black	514	1.1%	495	1.1%	464	1.1%	446	1.0%	429	1.0%	369	0.8%	350	0.8%	311	0.8%
Latino Indian	594	1.3%	588	1.3%	621	1.4%	668	1.5%	705	1.6%	750	1.7%	783	1.8%	898	2.2%
Latino White	682	1.5%	683	1.6%	727	1.7%	809	1.8%	834	1.9%	898	2.0%	921	2.1%	908	2.2%
Summary	1,945	4.3%	1,938	4.4%	1,981	4.6%	2,110	4.8%	2,176	5.0%	2,245	5.1%	2,306	5.3%	2,379	5.8%
Asian																
Chinese	2,043	4.5%	1,969	4.5%	2,000	4.6%	2,030	4.6%	1,971	4.5%	1,969	4.5%	1,970	4.6%	1,953	4.8%
East Indian	173	0.4%	190	0.4%	214	0.5%	241	0.6%	236	0.5%	242	0.6%	248	0.6%	234	0.6%
Filipino	1,512	3.3%	1,588	3.6%	1,606	3.7%	1,626	3.7%	1,669	3.8%	1,769	4.0%	1,844	4.3%	1,889	4.6%
Japanese	733	1.6%	689	1.6%	680	1.6%	657	1.5%	629	1.4%	590	1.3%	562	1.3%	546	1.3%
Korean	514	1.1%	492	1.1%	491	1.1%	481	1.1%	486	1.1%	482	1.1%	492	1.1%	457	1.1%
Other Asian	194	0.4%	176	0.4%	214	0.5%	242	0.6%	271	0.6%	268	0.6%	268	0.6%	289	0.7%
Samoan	385	0.9%	372	0.8%	392	0.9%	397	0.9%	387	0.9%	478	1.1%	446	1.0%	453	1.1%
Other Southeast	1,567	3.5%	1,471	3.4%	1,544	3.5%	1,651	3.8%	1,755	4.0%	1,898	4.3%	1,986	4.6%	2,016	4.9%
Vietnamese	1,046	2.3%	976	2.2%	988	2.3%	1,095	2.5%	1,128	2.6%	1,194	2.7%	1,200	2.8%	1,254	3.1%
Summary	8,167	18.1%	7,923	18.0%	8,129	18.7%	8,420	19.2%	8,532	19.5%	8,886	20.2%	9,016	20.8%	9,091	22.2%
White																
Gypsy	34	0.1%	24	0.1%	20	0.0%	24	0.1%	40	0.1%	26	0.1%	33	0.1%	21	0.1%
White	23,592	52.2%	22,545	51.3%	21,895	50.3%	21,575	49.3%	21,070	48.2%	20,825	47.4%	20,132	46.5%	18,454	45.0%
Summary	23,626	52.3%	22,569	51.4%	21,915	50.4%	21,599	49.3%	21,110	48.3%	20,851	47.4%	20,165	46.6%	18,475	45.1%
TOTAL	45,159	100.0%	43,909	100.0%	43,510	100.0%	43,780	100.0%	43,722	100.0%	43,970	100.0%	43,280	100.0%	41,002	100.0%

Enrollment Trends by Percent of Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90



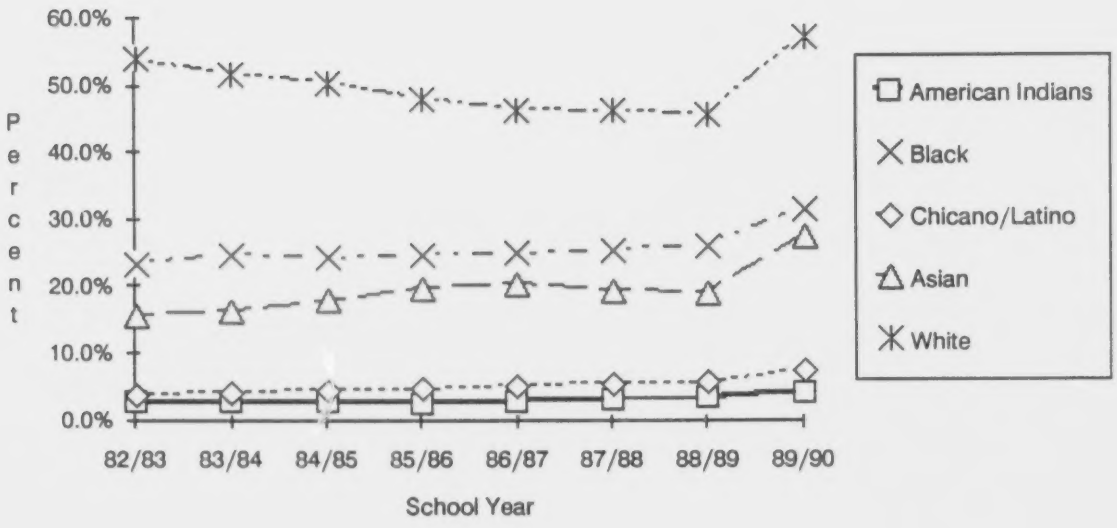
Enrollment Trends by Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90



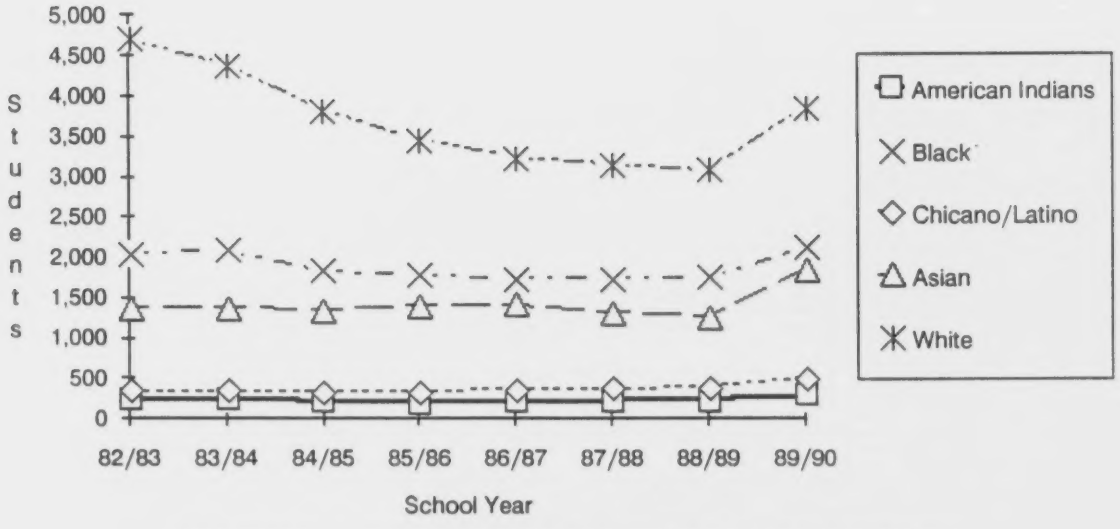
District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative High Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	304	2.0%	285	2.0%	287	2.0%	270	1.8%	244	1.7%	257	1.9%	270	2.1%	216	1.8%
Alaska Native	86	0.6%	74	0.5%	84	0.6%	76	0.5%	67	0.5%	62	0.4%	61	0.5%	58	0.5%
Native American	16	0.1%	11	0.1%	18	0.1%	18	0.1%	18	0.1%	23	0.2%	22	0.2%	28	0.2%
Summary	406	2.7%	370	2.6%	389	2.7%	364	2.5%	329	2.3%	342	2.5%	353	2.8%	302	2.6%
Black	3,146	21.1%	3,140	21.8%	3,279	22.4%	3,338	22.8%	3,379	23.7%	3,278	23.6%	2,949	23.1%	2,657	22.7%
Chicano/Latino																
Latino Asian	42	0.3%	48	0.3%	56	0.4%	60	0.4%	64	0.4%	69	0.5%	67	0.5%	66	0.6%
Latino Black	132	0.9%	124	0.9%	123	0.8%	122	0.8%	133	0.9%	122	0.9%	118	0.9%	95	0.8%
Latino Indian	170	1.1%	175	1.2%	173	1.2%	196	1.3%	191	1.3%	202	1.5%	207	1.6%	243	2.1%
Latino White	186	1.2%	198	1.4%	197	1.3%	206	1.4%	206	1.4%	223	1.6%	228	1.8%	242	2.1%
Summary	530	3.6%	545	3.8%	549	3.8%	584	4.0%	594	4.2%	616	4.4%	620	4.9%	646	5.5%
Asian																
Chinese	829	5.6%	767	5.3%	783	5.4%	806	5.5%	770	5.4%	785	5.7%	772	6.1%	738	6.3%
East Indian	40	0.3%	48	0.3%	62	0.4%	71	0.5%	74	0.5%	77	0.6%	77	0.6%	70	0.6%
Filipino	579	3.9%	607	4.2%	581	4.0%	581	4.0%	573	4.0%	612	4.4%	638	5.0%	637	5.4%
Japanese	272	1.8%	253	1.8%	250	1.7%	257	1.8%	240	1.7%	210	1.5%	182	1.4%	168	1.4%
Korean	146	1.0%	150	1.0%	168	1.2%	174	1.2%	157	1.1%	157	1.1%	148	1.2%	130	1.1%
Other Asian	44	0.3%	51	0.4%	61	0.4%	67	0.5%	83	0.6%	79	0.6%	71	0.6%	75	0.6%
Samoan	112	0.8%	99	0.7%	106	0.7%	107	0.7%	119	0.8%	134	1.0%	129	1.0%	135	1.2%
Other Southeast	543	3.6%	507	3.5%	568	3.9%	530	3.6%	523	3.7%	557	4.0%	563	4.4%	537	4.6%
Vietnamese	455	3.1%	388	2.7%	398	2.7%	458	3.1%	481	3.4%	510	3.7%	510	4.0%	511	4.4%
Summary	3,020	20.2%	2,870	19.9%	2,977	20.4%	3,051	20.9%	3,020	21.2%	3,121	22.5%	3,090	24.2%	3,001	25.6%
White																
Gypsy	7	0.0%	5	0.0%	6	0.0%	2	0.0%	2	0.0%	2	0.0%	1	0.0%	4	0.0%
White	7,806	52.3%	7,505	52.0%	7,408	50.7%	7,276	49.8%	6,929	48.6%	6,530	47.0%	5,736	45.0%	5,102	43.6%
Summary	7,813	52.4%	7,510	52.0%	7,414	50.8%	7,278	49.8%	6,931	48.6%	6,532	47.0%	5,737	45.0%	5,106	43.6%
TOTAL	14,915	100.0%	14,435	100.0%	14,608	100.0%	14,615	100.0%	14,253	100.0%	13,889	100.0%	12,749	100.0%	11,712	100.0%

Enrollment Trends by Percent of Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90



Enrollment Trends by Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90

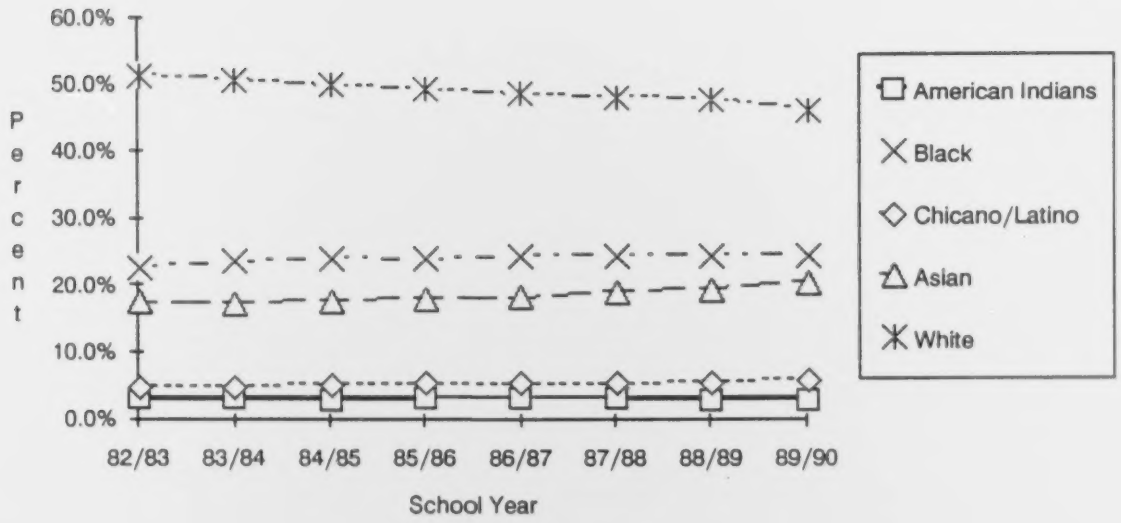


NOTE: 1989/90 Enrollment gain due partially to change in District grade configuration policy.

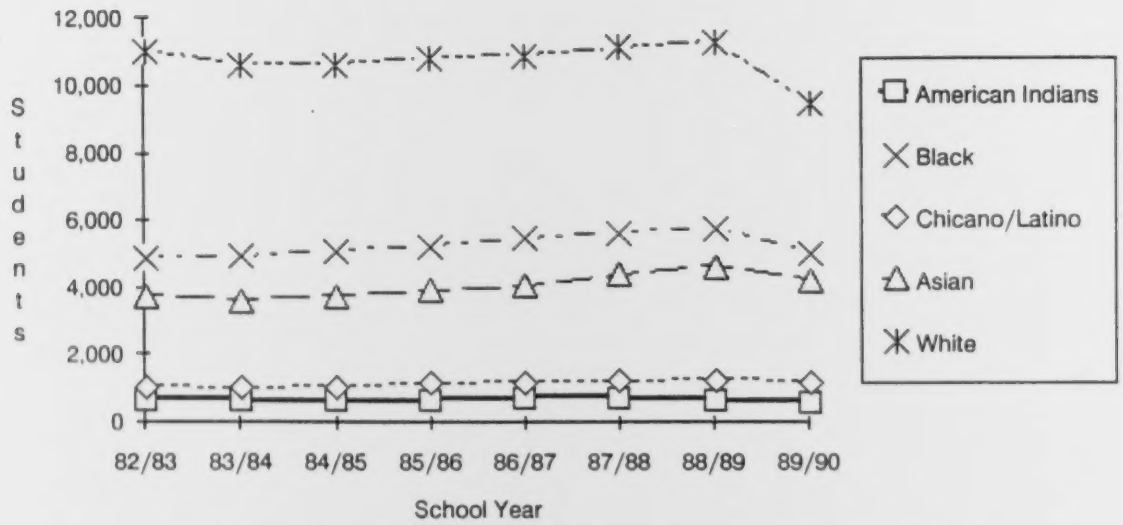
District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative Middle Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	173	2.0%	170	2.0%	157	2.1%	140	1.9%	153	2.2%	156	2.3%	164	2.4%	199	2.3%
Alaska Native	52	0.6%	63	0.7%	41	0.5%	43	0.6%	42	0.6%	35	0.5%	43	0.6%	72	0.8%
Native American	10	0.1%	9	0.1%	9	0.1%	8	0.1%	13	0.2%	24	0.4%	18	0.3%	21	0.2%
Summary	235	2.7%	242	2.9%	207	2.7%	191	2.7%	208	3.0%	215	3.2%	225	3.3%	292	3.4%
Black	2,054	23.5%	2,094	24.8%	1,845	24.3%	1,787	24.8%	1,746	25.0%	1,741	25.6%	1,759	26.1%	2,127	24.6%
Chicano/Latino																
Latino Asian	27	0.3%	27	0.3%	25	0.3%	29	0.4%	35	0.5%	31	0.5%	33	0.5%	43	0.5%
Latino Black	100	1.1%	113	1.3%	94	1.2%	89	1.2%	86	1.2%	70	1.0%	56	0.8%	80	0.9%
Latino Indian	109	1.2%	111	1.3%	102	1.3%	91	1.3%	116	1.7%	115	1.7%	113	1.7%	175	2.0%
Latino White	113	1.3%	97	1.1%	116	1.5%	133	1.8%	134	1.9%	162	2.4%	186	2.8%	214	2.5%
Summary	349	4.0%	348	4.1%	337	4.4%	342	4.8%	371	5.3%	378	5.6%	388	5.8%	512	5.9%
Asian																
Chinese	344	3.9%	371	4.4%	353	4.7%	356	4.9%	356	5.1%	313	4.6%	273	4.1%	385	4.5%
East Indian	34	0.4%	35	0.4%	39	0.5%	43	0.6%	45	0.6%	37	0.5%	39	0.6%	51	0.6%
Filipino	250	2.9%	261	3.1%	267	3.5%	274	3.8%	277	4.0%	275	4.0%	287	4.3%	435	5.0%
Japanese	153	1.8%	143	1.7%	126	1.7%	98	1.4%	92	1.3%	88	1.3%	68	1.0%	94	1.1%
Korean	91	1.0%	96	1.1%	81	1.1%	79	1.1%	90	1.3%	80	1.2%	71	1.1%	93	1.1%
Other Asian	39	0.4%	30	0.4%	46	0.6%	53	0.7%	47	0.7%	35	0.5%	45	0.7%	61	0.7%
Samoan	61	0.7%	52	0.6%	56	0.7%	72	1.0%	64	0.9%	59	0.9%	65	1.0%	98	1.1%
Other Southeast	237	2.7%	222	2.6%	221	2.9%	255	3.5%	264	3.8%	246	3.6%	260	3.9%	378	4.4%
Vietnamese	161	1.8%	175	2.1%	169	2.2%	182	2.5%	187	2.7%	186	2.7%	167	2.5%	257	3.0%
Summary	1,370	15.7%	1,385	16.4%	1,358	17.9%	1,412	19.6%	1,422	20.3%	1,319	19.4%	1,275	19.0%	1,852	21.5%
White																
Gypsy	1	0.0%	4	0.0%	3	0.0%	2	0.0%	9	0.1%	4	0.1%	2	0.0%	3	0.0%
White	4,716	54.1%	4,380	51.8%	3,834	50.6%	3,458	48.1%	3,232	46.3%	3,145	46.2%	3,079	45.8%	3,843	44.5%
Summary	4,717	54.1%	4,384	51.9%	3,837	50.6%	3,460	48.1%	3,241	46.4%	3,149	46.3%	3,081	45.8%	3,846	44.6%
TOTAL	8,725	100.0%	8,453	100.0%	7,584	100.0%	7,192	100.0%	6,988	100.0%	6,802	100.0%	6,728	100.0%	8,629	100.0%

Enrollment Trends by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



Enrollment Trends by Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



NOTE: 1989/90 Enrollment loss due partially to change in District grade configuration policy.

SISO - December 1989

District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative Elementary Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	484	2.2%	497	2.4%	466	2.2%	518	2.4%	536	2.4%	529	2.3%	506	2.1%	439	2.1%
Alaska Native	147	0.7%	153	0.7%	134	0.6%	143	0.7%	146	0.6%	149	0.6%	134	0.6%	113	0.5%
Native American	28	0.1%	22	0.1%	35	0.2%	35	0.2%	49	0.2%	51	0.2%	53	0.2%	49	0.2%
Summary	659	3.1%	672	3.2%	635	3.0%	696	3.2%	731	3.3%	729	3.1%	693	2.9%	601	2.9%
Black	4,921	22.9%	4,961	23.6%	5,130	24.1%	5,275	24.0%	5,511	24.5%	5,683	24.4%	5,814	24.4%	5,078	24.6%
Chicano/Latino																
Latino Asian	86	0.4%	97	0.5%	88	0.4%	98	0.4%	109	0.5%	128	0.6%	152	0.6%	153	0.7%
Latino Black	282	1.3%	258	1.2%	247	1.2%	235	1.1%	210	0.9%	177	0.8%	176	0.7%	136	0.7%
Latino Indian	315	1.5%	302	1.4%	346	1.6%	381	1.7%	398	1.8%	433	1.9%	463	1.9%	480	2.3%
Latino White	383	1.8%	388	1.8%	414	1.9%	470	2.1%	494	2.2%	513	2.2%	507	2.1%	452	2.2%
Summary	1,066	5.0%	1,045	5.0%	1,095	5.1%	1,184	5.4%	1,211	5.4%	1,251	5.4%	1,298	5.5%	1,221	5.9%
Asian																
Chinese	870	4.0%	831	4.0%	864	4.1%	868	4.0%	845	3.8%	871	3.7%	925	3.9%	830	4.0%
East Indian	99	0.5%	107	0.5%	113	0.5%	127	0.6%	117	0.5%	128	0.6%	132	0.6%	113	0.5%
Filipino	683	3.2%	720	3.4%	758	3.6%	771	3.5%	819	3.6%	882	3.8%	910	3.9%	817	4.0%
Japanese	308	1.4%	293	1.4%	304	1.4%	302	1.4%	297	1.3%	292	1.3%	312	1.3%	284	1.4%
Korean	277	1.3%	246	1.2%	242	1.1%	228	1.0%	239	1.1%	245	1.1%	273	1.1%	234	1.1%
Other Asian	111	0.5%	95	0.5%	107	0.5%	122	0.6%	141	0.6%	152	0.7%	152	0.6%	153	0.7%
Samoan	212	1.0%	221	1.1%	230	1.1%	218	1.0%	204	0.9%	263	1.1%	252	1.1%	220	1.1%
Other Southeast	787	3.7%	742	3.5%	755	3.5%	866	3.9%	968	4.3%	1,095	4.7%	1,163	4.9%	1,101	5.3%
Vietnamese	430	2.0%	413	2.0%	421	2.0%	455	2.1%	460	2.0%	498	2.1%	523	2.2%	486	2.4%
Summary	3,777	17.6%	3,668	17.4%	3,794	17.8%	3,957	18.0%	4,090	18.2%	4,426	19.0%	4,651	19.5%	4,238	20.5%
White																
Gypsy	26	0.1%	15	0.1%	11	0.1%	20	0.1%	29	0.1%	20	0.1%	30	0.1%	14	0.1%
White	11,068	51.4%	10,660	50.7%	10,653	50.0%	10,841	49.3%	10,909	48.5%	11,150	47.9%	11,317	47.5%	9,509	46.0%
Summary	11,094	51.6%	10,675	50.8%	10,664	50.0%	10,861	49.4%	10,938	48.7%	11,170	48.0%	11,347	47.7%	9,523	46.1%
TOTAL	21,517	100.0%	21,021	100.0%	21,318	100.0%	21,973	100.0%	22,481	100.0%	23,259	100.0%	23,803	100.0%	20,661	100.0%

LIVING CONDITION

LIVING CONDITION

Definition

This set of charts shows the number and percentage of students not living with both parents. The data are obtained from students or parents during registration. As students register for school they indicate their living situation, e.g., both parents, mother, father, guardian, agency, alone, or married. These data are used to indicate where mail should be sent and how it should be addressed. For this report, all living situations other than "Living with both parents" are combined. Data are taken from the same October 1 computer files as are enrollment data. Students without valid codes for living situation are excluded. For this reason, the percentages reported will not exactly agree with the percentages the reader would obtain by dividing the number of students not living with both parents by reported enrollment.

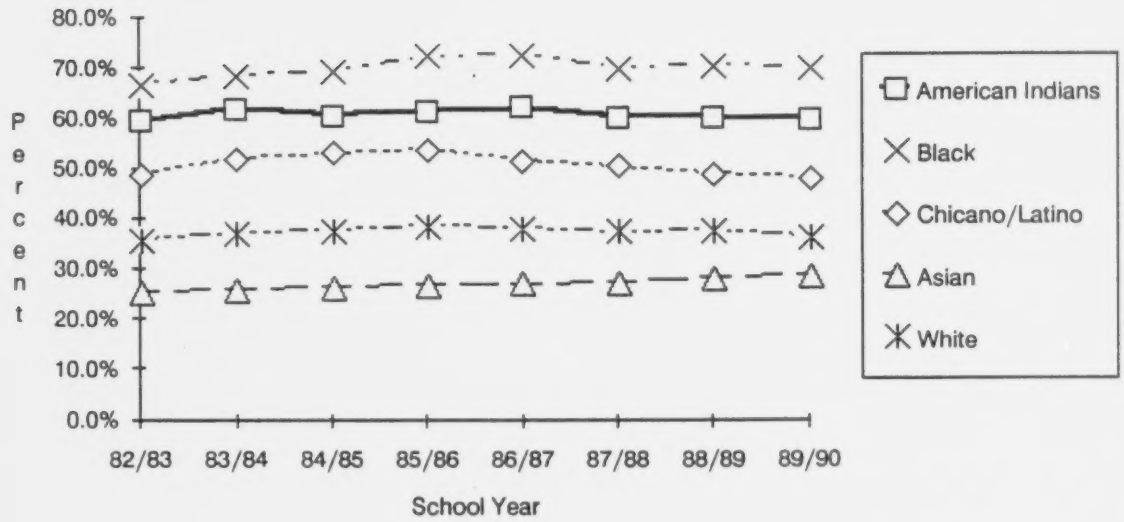
Results

The first chart is an overall District summary which shows that the percentage of all students not living with both parents remains at nearly 44 percent. White students have shown a decrease in the number not living with both parents over the last four years. However, this decline may be accounted for by the overall enrollment decline.

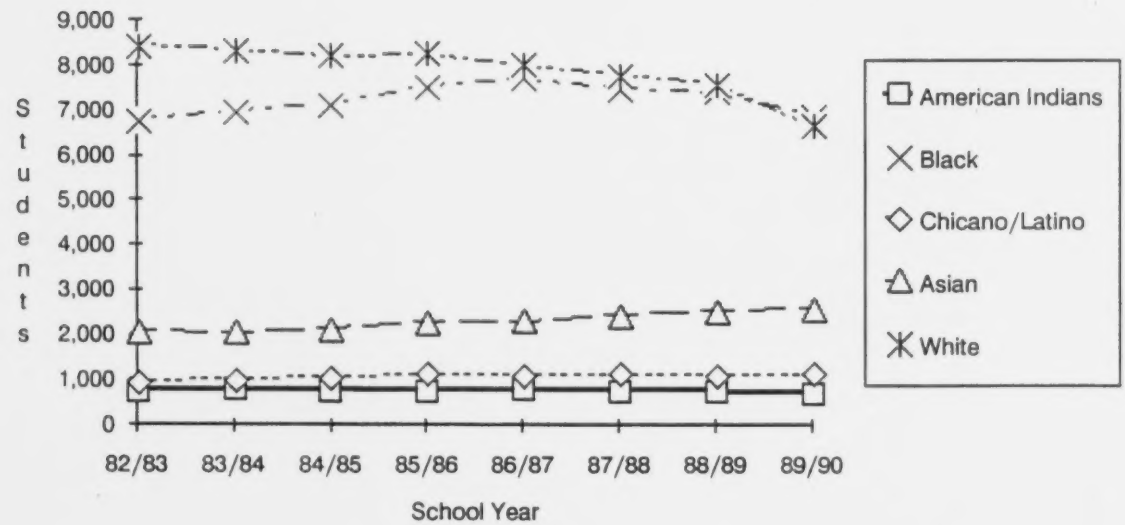
The percentage of students not living with both parents still remains high for certain ethnic groups: Black (69.9 percent) and American Indian students (59.5 percent). District-wide, Asians report the lowest percentage, 28.6 percent, which is far below the District average of 43.9 percent.

Following the District summary, there are sets of tables and graphs for high school, middle school and elementary school. As might be expected, there is a somewhat higher percentage of high school students not living with both parents. Due to the change in the District's grade configuration policy, middle schools are showing increases in the actual number of students not living with both parents, while the elementary school data show substantial losses.

Students Not Living With Both Parents by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



Students Not Living With Both Parents by Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



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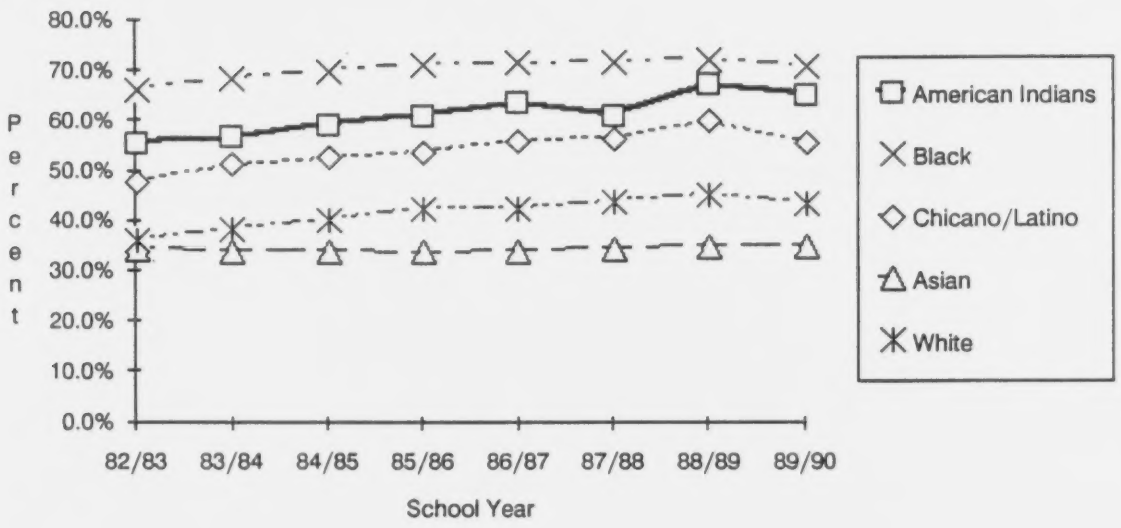
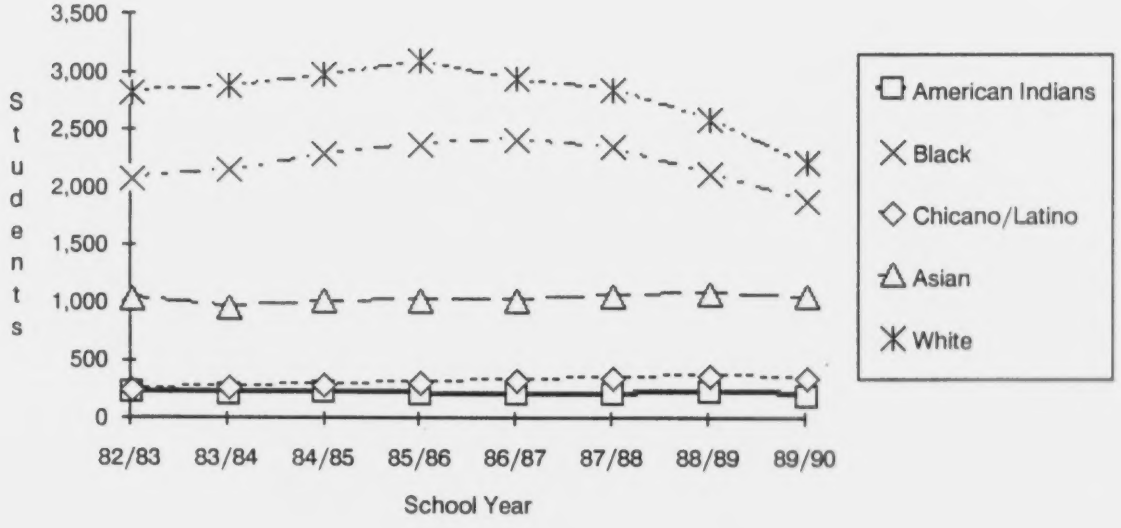
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
All Regular and Alternative Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	598	62.2%	620	65.1%	572	62.9%	589	63.5%	609	65.3%	581	61.7%	577	61.4%	517	60.5%
Alaska Native	143	50.2%	148	51.0%	134	51.7%	144	55.0%	127	49.8%	131	53.3%	133	55.9%	132	54.3%
Native American	32	59.3%	26	61.9%	38	61.3%	37	60.7%	52	65.0%	59	60.2%	52	55.9%	62	63.3%
Summary	773	59.5%	794	61.8%	744	60.4%	770	61.6%	788	62.1%	771	60.0%	762	60.0%	711	59.5%
Black	6,777	67.0%	6,991	68.6%	7,147	69.7%	7,537	72.5%	7,730	72.7%	7,488	70.0%	7,423	70.5%	6,898	69.9%
Chicano/Latino																
Latino Asian	53	34.2%	65	37.8%	70	41.4%	75	40.1%	74	35.6%	94	41.2%	93	36.9%	91	34.7%
Latino Black	339	66.0%	339	68.5%	321	69.2%	323	72.4%	301	70.2%	249	67.5%	232	66.3%	207	66.6%
Latino Indian	273	46.0%	286	48.6%	310	49.9%	353	52.8%	367	52.1%	382	50.9%	378	48.3%	420	46.8%
Latino White	283	41.5%	318	46.6%	351	48.3%	382	47.2%	379	45.4%	408	45.4%	426	46.3%	419	46.1%
Summary	948	48.7%	1,008	52.0%	1,052	53.1%	1,133	53.7%	1,121	51.5%	1,133	50.5%	1,129	49.0%	1,137	47.8%
Asian																
Chinese	387	18.9%	351	17.8%	346	17.3%	332	16.4%	312	15.8%	294	14.9%	301	15.3%	319	16.3%
East Indian	19	11.0%	24	12.6%	24	11.2%	34	14.1%	42	17.8%	46	19.0%	46	18.5%	48	20.5%
Filipino	309	20.4%	344	21.7%	357	22.2%	364	22.4%	395	23.7%	412	23.3%	450	24.4%	472	25.0%
Japanese	138	18.8%	145	21.0%	127	18.7%	137	20.9%	127	20.2%	136	23.1%	136	24.2%	133	24.4%
Korean	70	13.6%	74	15.0%	89	18.1%	81	16.8%	83	17.1%	81	16.8%	88	17.9%	84	18.4%
Other Asian	88	45.4%	74	42.0%	95	44.4%	100	41.3%	102	37.6%	101	38.0%	96	35.8%	102	35.3%
Samoan	174	45.2%	179	48.1%	199	50.8%	217	54.7%	201	51.9%	223	46.8%	225	50.4%	220	48.6%
Other Southeast	432	27.6%	432	29.4%	481	31.2%	550	33.3%	569	32.4%	639	33.7%	676	34.0%	688	34.1%
Vietnamese	457	43.7%	426	43.6%	421	42.6%	449	41.0%	478	42.4%	492	41.2%	509	42.4%	534	42.6%
Summary	2,074	25.4%	2,049	25.9%	2,139	26.3%	2,264	26.9%	2,309	27.1%	2,424	27.3%	2,527	28.0%	2,600	28.6%
White																
Gypsy	21	61.8%	16	66.7%	14	70.0%	19	79.2%	26	65.0%	13	50.0%	20	60.6%	12	57.1%
White	8,456	35.8%	8,347	37.0%	8,219	37.5%	8,260	38.3%	8,004	38.0%	7,770	37.3%	7,580	37.7%	6,655	36.1%
Summary	8,477	35.9%	8,363	37.1%	8,233	37.6%	8,279	38.3%	8,030	38.0%	7,783	37.3%	7,600	37.7%	6,667	36.1%
TOTAL	19,049	42.2%	19,205	43.7%	19,315	44.4%	19,983	45.6%	19,978	45.7%	19,599	44.6%	19,441	44.9%	18,013	43.9%

Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90



Students Not Living With Both Parents by Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90

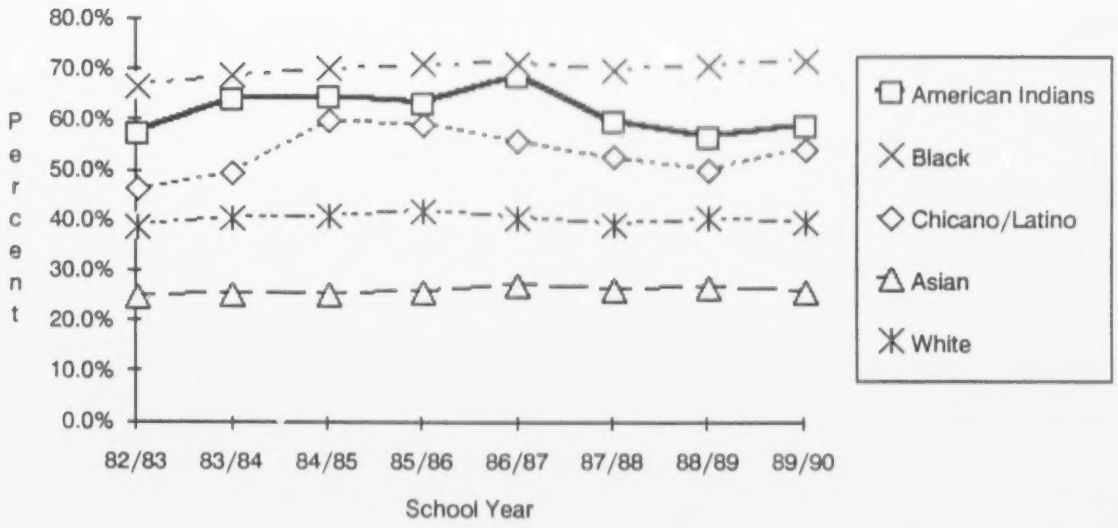


SISO - December 1989

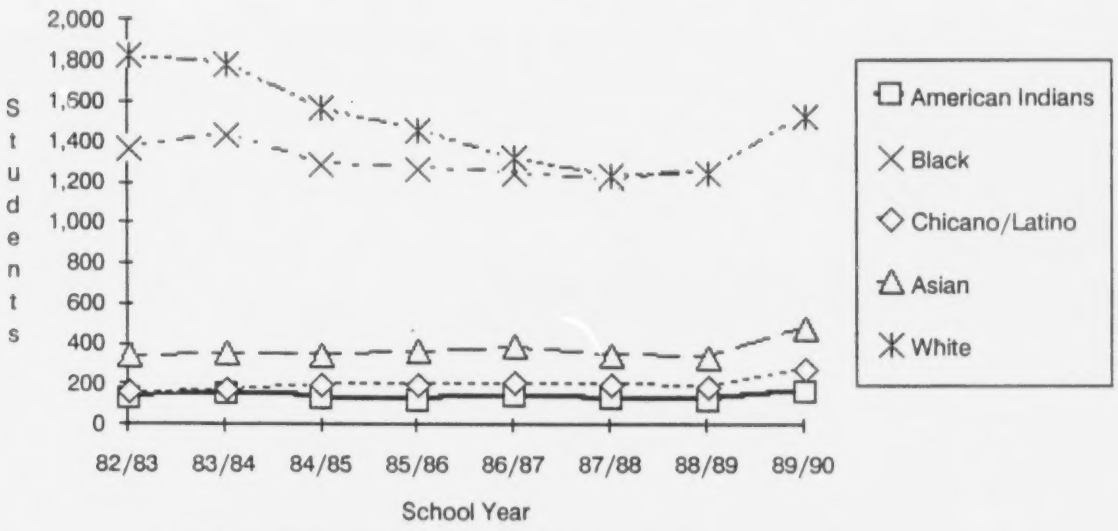
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative High Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	178	58.6%	172	60.4%	170	59.2%	166	61.5%	158	64.8%	164	63.8%	192	71.1%	149	69.0%
Alaska Native	45	52.3%	34	45.9%	49	58.3%	43	56.6%	37	55.2%	30	48.4%	31	50.8%	28	48.3%
Native American	3	18.8%	4	36.4%	12	66.7%	13	72.2%	14	77.8%	15	65.2%	14	63.6%	19	67.9%
Summary	226	55.7%	210	56.8%	231	59.4%	222	61.0%	209	63.5%	209	61.1%	237	67.1%	196	64.9%
Black	2,091	66.5%	2,157	68.7%	2,296	70.0%	2,385	71.4%	2,419	71.6%	2,355	71.8%	2,129	72.2%	1,888	71.1%
Chicano/Latino																
Latino Asian	19	45.2%	22	45.8%	21	37.5%	21	35.0%	25	39.1%	32	46.4%	32	47.8%	25	37.9%
Latino Black	82	62.1%	81	65.3%	87	70.7%	82	67.2%	93	69.9%	85	69.7%	82	69.5%	63	66.3%
Latino Indian	63	37.1%	74	42.3%	80	46.2%	99	50.5%	102	53.4%	112	55.4%	133	64.3%	142	58.4%
Latino White	90	48.4%	103	52.0%	101	51.3%	112	54.4%	112	54.4%	120	53.8%	124	54.4%	130	53.7%
Summary	254	47.9%	280	51.4%	289	52.6%	314	53.8%	332	55.9%	349	56.7%	371	59.8%	360	55.7%
Asian																
Chinese	224	27.0%	194	25.3%	182	23.2%	169	21.0%	163	21.2%	163	20.8%	156	20.2%	155	21.0%
East Indian	5	12.5%	10	20.8%	8	12.9%	12	16.9%	22	29.7%	18	23.4%	18	23.4%	22	31.4%
Filipino	133	23.0%	148	24.4%	151	26.0%	146	25.1%	145	25.3%	154	25.2%	161	25.2%	171	26.8%
Japanese	58	21.3%	58	22.9%	56	22.4%	73	28.4%	65	27.1%	67	31.9%	72	39.6%	66	39.3%
Korean	35	24.0%	36	24.0%	47	28.0%	43	24.7%	38	24.2%	37	23.6%	39	26.4%	37	28.5%
Other Asian	23	52.3%	23	45.1%	34	55.7%	36	53.7%	42	50.6%	38	48.1%	33	46.5%	34	45.3%
Samoan	58	51.8%	56	56.6%	57	53.8%	56	52.3%	62	52.1%	72	53.7%	74	57.4%	72	53.3%
Other Southeast	228	42.0%	224	44.2%	254	44.7%	248	46.8%	229	43.8%	254	45.6%	250	44.4%	228	42.5%
Vietnamese	281	61.8%	222	57.2%	227	57.0%	248	54.1%	257	53.4%	268	52.5%	275	53.9%	267	52.3%
Summary	1,045	34.6%	971	33.8%	1,016	34.1%	1,031	33.8%	1,023	33.9%	1,071	34.3%	1,078	34.9%	1,052	35.1%
White																
Gypsy	4	57.1%	4	80.0%	4	66.7%	2	100.0%	2	100.0%	1	50.0%	1	100.0%	3	75.0%
White	2,833	36.3%	2,884	38.4%	2,979	40.2%	3,100	42.6%	2,944	42.5%	2,859	43.8%	2,596	45.3%	2,214	43.4%
Summary	2,837	36.3%	2,888	38.5%	2,983	40.2%	3,102	42.6%	2,946	42.5%	2,860	43.8%	2,597	45.3%	2,217	43.4%
TOTAL	6,453	43.3%	6,506	45.1%	6,815	46.7%	7,054	48.3%	6,929	48.6%	6,844	49.3%	6,412	50.3%	5,713	48.8%

Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90



Students Not Living With Both Parents by Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90

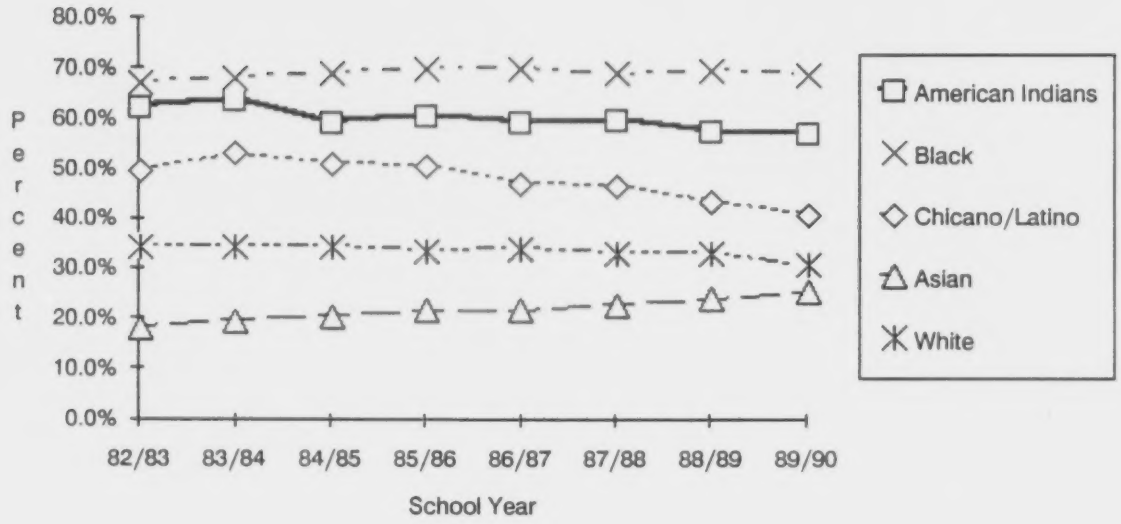


NOTE: 1989/90 Enrollment gain due partially to change in District grade configuration policy.

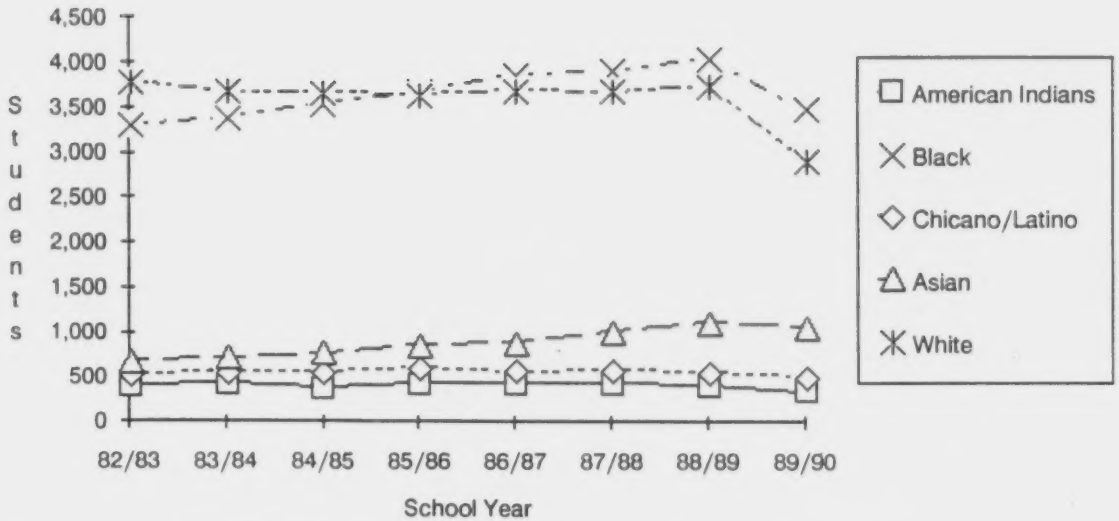
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative Middle Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	107	61.8%	115	67.6%	107	68.2%	92	65.7%	109	71.2%	97	62.2%	92	56.1%	118	59.3%
Alaska Native	21	40.4%	33	52.4%	21	51.2%	23	53.5%	22	52.4%	15	42.9%	27	62.8%	44	61.1%
Native American	7	70.0%	7	77.8%	6	66.7%	6	75.0%	12	92.3%	16	66.7%	8	44.4%	10	47.6%
Summary	135	57.4%	155	64.0%	134	64.7%	121	63.4%	143	68.8%	128	59.5%	127	56.4%	172	58.9%
Black	1,376	67.0%	1,442	68.9%	1,295	70.2%	1,272	71.2%	1,248	71.5%	1,221	70.1%	1,250	71.1%	1,529	71.9%
Chicano/Latino																
Latino Asian	10	37.0%	6	22.2%	9	36.0%	15	51.7%	14	40.0%	9	29.0%	10	30.3%	19	44.2%
Latino Black	65	65.0%	76	67.3%	66	70.2%	65	73.0%	62	72.1%	48	68.6%	33	58.9%	57	71.3%
Latino Indian	47	43.1%	53	47.7%	61	59.8%	54	59.3%	67	57.8%	67	58.3%	60	53.1%	95	54.3%
Latino White	40	35.4%	38	39.2%	66	56.9%	68	51.1%	64	47.8%	75	46.3%	92	49.5%	107	50.0%
Summary	162	46.4%	173	49.7%	202	59.9%	202	59.1%	207	55.8%	199	52.6%	195	50.3%	278	54.3%
Asian																
Chinese	63	18.3%	58	15.6%	52	14.7%	60	16.9%	54	15.2%	39	12.5%	32	11.7%	59	15.3%
East Indian	5	14.7%	5	14.3%	7	17.9%	7	16.3%	7	15.6%	8	21.6%	8	20.5%	6	11.8%
Filipino	50	20.0%	58	22.2%	51	19.1%	49	17.9%	63	22.7%	72	26.2%	73	25.4%	107	24.6%
Japanese	27	17.6%	32	22.4%	33	26.2%	22	22.4%	15	16.3%	22	25.0%	14	20.6%	18	19.1%
Korean	12	13.2%	14	14.6%	14	17.3%	11	13.9%	15	16.7%	14	17.5%	14	19.7%	15	16.1%
Other Asian	19	48.7%	13	43.3%	19	41.3%	27	50.9%	21	44.7%	16	45.7%	16	35.6%	21	34.4%
Samoan	34	55.7%	27	51.9%	26	46.4%	34	47.2%	35	54.7%	25	42.4%	27	41.5%	45	45.9%
Other Southeast	70	29.5%	72	32.4%	75	33.9%	89	34.9%	103	39.0%	79	32.1%	90	34.6%	112	29.6%
Vietnamese	63	39.1%	74	42.3%	68	40.2%	66	36.3%	75	40.1%	73	39.2%	66	39.5%	99	38.5%
Summary	343	25.0%	353	25.5%	345	25.4%	365	25.8%	388	27.3%	348	26.4%	340	26.7%	482	26.0%
White																
Gypsy	0	--	2	50.0%	1	33.3%	2	100.0%	6	66.7%	2	50.0%	0	--	2	66.7%
White	1,830	38.8%	1,786	40.8%	1,570	40.9%	1,457	42.1%	1,317	40.7%	1,239	39.4%	1,248	40.5%	1,533	39.9%
Summary	1,830	38.8%	1,788	40.8%	1,571	40.9%	1,459	42.2%	1,323	40.8%	1,241	39.4%	1,248	40.5%	1,535	39.9%
TOTAL	3,846	44.1%	3,911	46.3%	3,547	46.8%	3,419	47.5%	3,309	47.4%	3,137	46.1%	3,160	47.0%	3,996	46.3%

Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



Students Not Living With Both Parents by Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



NOTE: 1989/90 Enrollment loss due partially to change in District grade configuration policy.

SISO - December 1989

District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative Elementary Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	312	64.5%	332	66.8%	293	62.9%	327	63.1%	340	63.4%	320	60.5%	293	57.9%	250	56.9%
Alaska Native	77	52.4%	81	52.9%	64	47.8%	77	53.8%	68	46.6%	86	57.7%	75	56.0%	60	53.1%
Native American	22	78.6%	15	68.2%	19	54.3%	18	51.4%	26	53.1%	28	54.9%	30	56.6%	33	67.3%
Summary	411	62.4%	428	63.7%	376	59.2%	422	60.6%	434	59.4%	434	59.5%	398	57.4%	343	57.1%
Black	3,306	67.2%	3,385	68.2%	3,539	69.0%	3,685	69.9%	3,867	70.2%	3,912	68.8%	4,044	69.6%	3,481	68.6%
Chicano/Latino																
Latino Asian	24	27.9%	37	38.1%	40	45.5%	39	39.8%	34	31.2%	53	41.4%	51	33.6%	47	30.7%
Latino Black	192	68.1%	182	70.5%	168	68.0%	165	70.2%	141	67.1%	116	65.5%	117	66.5%	87	64.0%
Latino Indian	163	51.7%	159	52.6%	169	48.8%	197	51.7%	193	48.5%	203	46.9%	185	40.0%	183	38.1%
Latino White	153	39.9%	177	45.6%	184	44.4%	200	42.6%	202	40.9%	213	41.5%	210	41.4%	182	40.3%
Summary	532	49.9%	555	53.1%	561	51.2%	601	50.8%	570	47.1%	585	46.8%	563	43.4%	499	40.9%
Asian																
Chinese	100	11.5%	99	11.9%	112	13.0%	103	11.9%	92	10.9%	92	10.6%	113	12.2%	105	12.7%
East Indian	9	9.1%	9	8.4%	9	8.0%	15	11.8%	12	10.3%	20	15.6%	20	15.2%	20	17.7%
Filipino	126	18.4%	137	19.0%	154	20.3%	166	21.5%	185	22.6%	186	21.1%	216	23.5%	194	23.7%
Japanese	53	17.2%	55	18.8%	38	12.5%	42	13.9%	47	15.8%	47	16.1%	50	16.0%	49	17.3%
Korean	23	8.3%	24	9.8%	28	11.6%	27	11.8%	30	12.6%	30	12.2%	35	12.8%	32	13.7%
Other Asian	46	41.4%	38	40.0%	42	39.3%	36	29.5%	39	27.7%	47	30.9%	47	30.9%	47	30.7%
Samoan	81	38.2%	96	43.4%	114	49.6%	121	55.5%	101	49.5%	126	47.9%	124	49.2%	103	46.8%
Other Southeast	134	17.0%	136	18.3%	152	20.1%	212	24.5%	235	24.3%	306	27.9%	336	28.9%	348	31.6%
Vietnamese	113	26.3%	130	31.5%	125	29.7%	132	29.0%	143	31.1%	151	30.3%	168	32.1%	168	34.6%
Summary	685	18.1%	724	19.7%	774	20.4%	854	21.6%	884	21.6%	1,005	22.7%	1,109	23.8%	1,066	25.2%
White																
Gypsy	17	65.4%	10	66.7%	9	81.8%	15	75.0%	18	62.1%	10	50.0%	19	63.3%	7	50.0%
White	3,790	34.2%	3,673	34.5%	3,661	34.4%	3,623	33.4%	3,682	33.8%	3,673	32.9%	3,736	33.0%	2,908	30.6%
Summary	3,807	34.3%	3,683	34.5%	3,670	34.4%	3,638	33.5%	3,700	33.8%	3,683	33.0%	3,755	33.1%	2,915	30.6%
TOTAL	8,741	40.6%	8,775	41.7%	8,920	41.8%	9,200	41.9%	9,455	42.1%	9,619	41.4%	9,869	41.5%	8,304	40.2%

FREE OR REDUCED-PRICE LUNCH

29

FREE OR REDUCED-PRICE LUNCH

Definition

Students are eligible for free or reduced-price lunches on the basis of low income. The specific income requirements depend upon the size of the family and are adjusted each year. For example, last year a family of four would be eligible for free lunches if they had an annual income below $15,732. The income limit for reduced-price lunches for a family of four was $22,392.

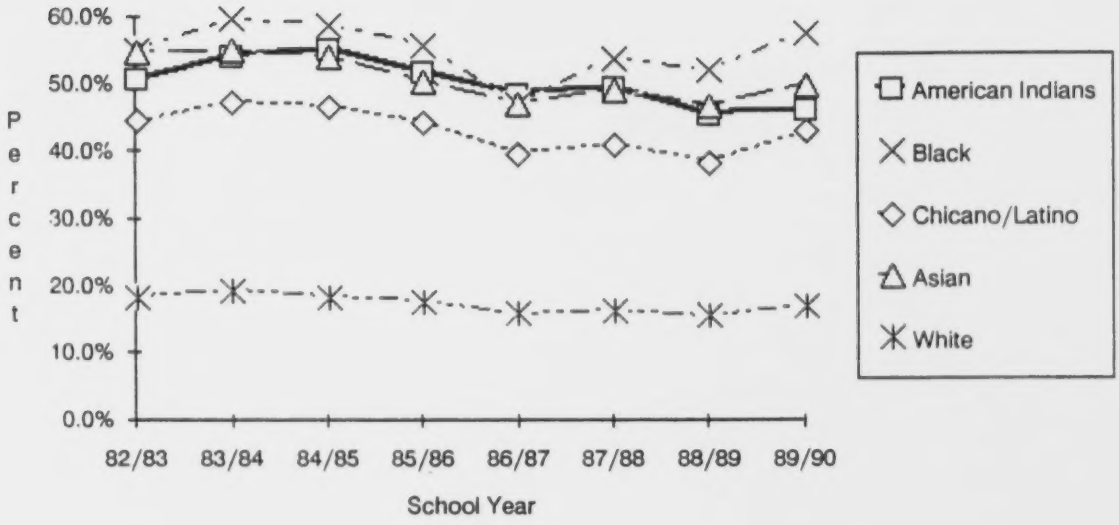
Applications for free or reduced-price lunches are sent home with each student. Parents complete and sign the application. Principals review applications and determine eligibility. Each school then maintains a computer list of students eligible for free or reduced-price lunches which is updated monthly. These data are used to print lunch tickets for the schools and by the District as a statistical indicator of the relative income in schools, groups of students, or areas of the city. They are used to determine which schools are eligible for ECIA Chapter 1 funds and as a weighting factor to allocate special school improvement funds.

Free and reduced-price lunch data are presented in a format similar to the other data. The first table is a District-wide summary. It is followed by summaries for high schools, middle schools and elementary schools. The tables show that there are disproportionately high numbers of minority students from low income families receiving free or reduced-price lunch. The number and percentage of students eligible for free or reduced-price lunch showed an increase several years ago, followed by a decline in recent years with only a slight increase last year and a decline this year. Although the income requirements have changed over the years, this is not likely the cause of this trend. In recent years the Department of Agriculture has become more strict in enforcing income requirements. Schools have been audited on a sample basis to determine if ineligible students were receiving free or reduced-price lunches. In this light, it is likely that schools have become more stringent in who they authorize for free or reduced-price lunches.

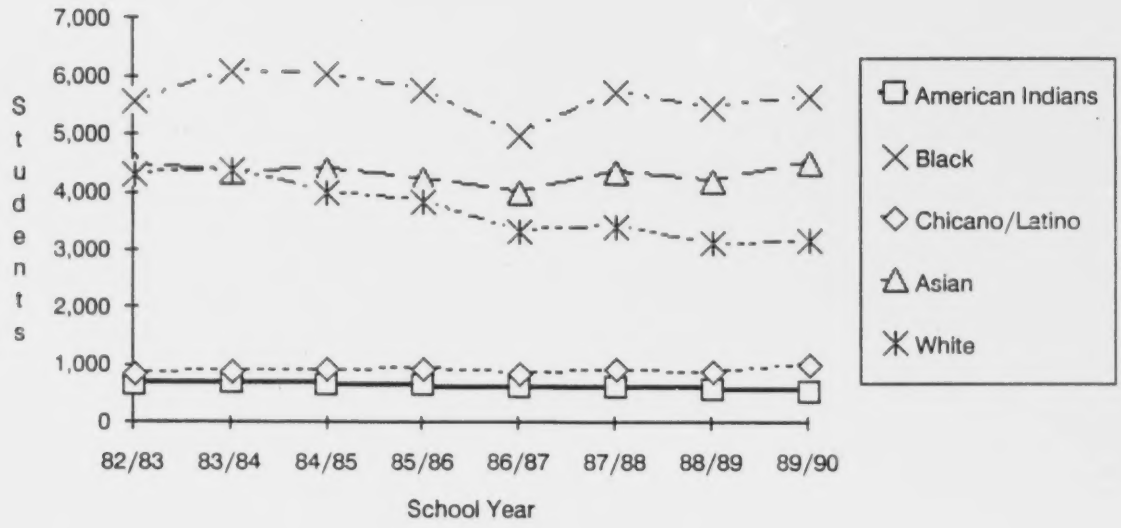
Results

An examination of the various grade spans shows that fewer high school students are eligible for free or reduced-price lunches. It is generally believed that this is due to high school students being less willing to apply for free or reduced-price lunches rather than to a real income difference between high school students and other students.

Students Receiving Free or Reduced Price Lunch by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



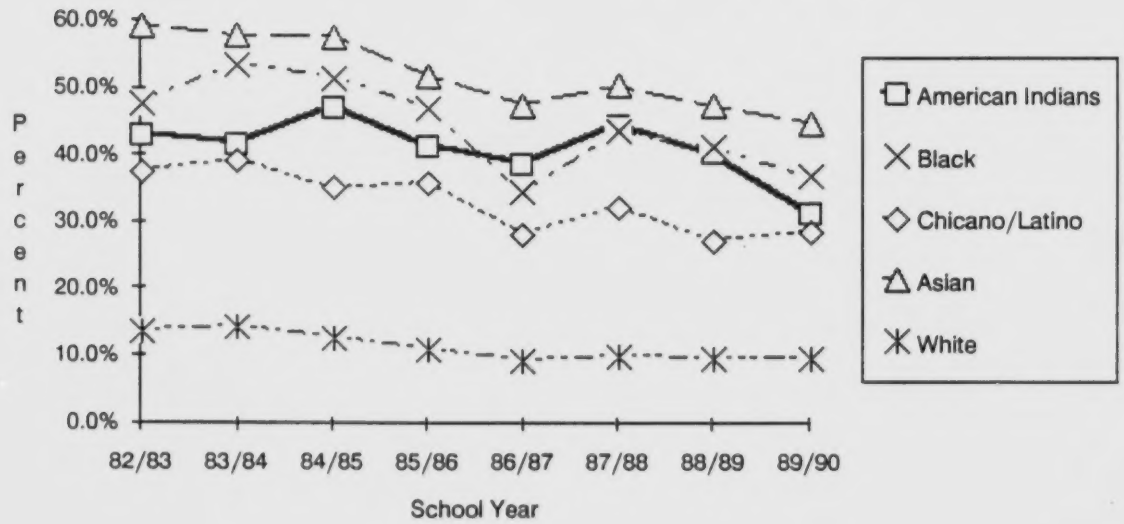
Students Receiving Free or Reduced Price Lunch by Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



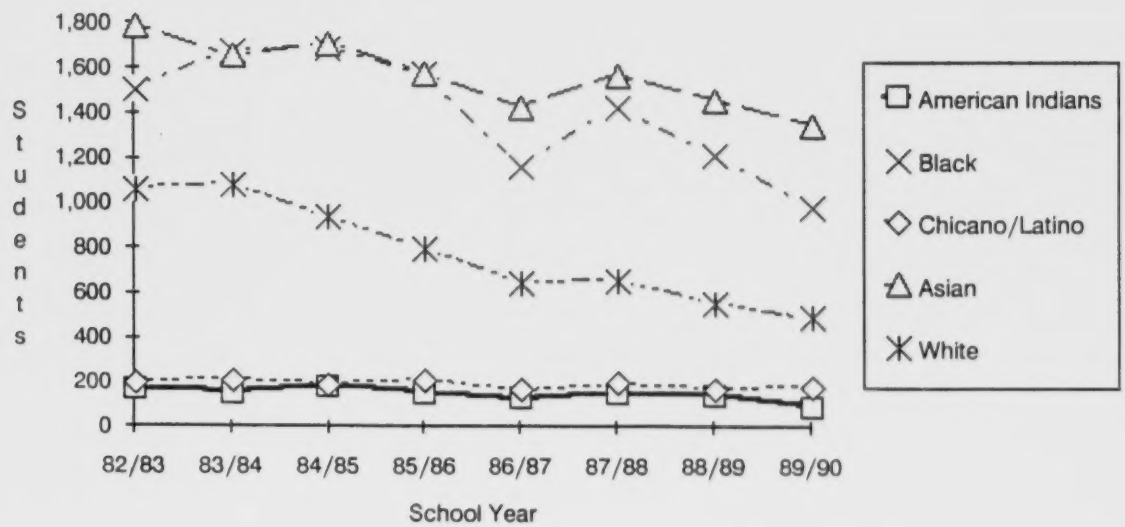
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	502	52.2%	530	55.7%	510	56.0%	483	52.0%	454	48.7%	462	49.0%	437	46.5%	408	47.8%
Alaska Native	133	46.7%	144	49.7%	137	52.9%	131	50.0%	120	47.1%	129	52.4%	102	42.9%	102	42.0%
Native American	24	44.4%	23	54.8%	33	53.2%	34	55.7%	39	46.8%	44	44.9%	39	41.9%	41	41.8%
Summary	659	50.7%	697	54.3%	680	55.2%	648	51.8%	613	48.3%	635	49.4%	578	45.5%	551	46.1%
Black	5,578	55.1%	6,096	59.8%	6,048	59.0%	5,804	55.8%	5,009	47.1%	5,764	53.9%	5,473	52.0%	5,671	57.5%
Chicano/Latino																
Latino Asian	59	38.1%	68	39.5%	65	38.5%	56	29.9%	55	26.4%	58	25.4%	74	29.4%	100	38.2%
Latino Black	294	57.2%	305	61.6%	276	59.5%	259	58.1%	220	51.3%	207	56.1%	177	50.6%	174	55.9%
Latino Indian	290	48.8%	277	47.1%	304	49.0%	299	44.8%	279	39.6%	323	43.1%	305	39.0%	405	45.1%
Latino White	224	32.8%	269	39.4%	282	38.8%	321	39.7%	308	36.9%	335	37.3%	327	35.5%	342	37.7%
Summary	867	44.6%	919	47.4%	927	46.8%	935	44.3%	862	39.6%	923	41.1%	883	38.3%	1,021	42.9%
Asian																
Chinese	1,119	54.8%	1,033	52.5%	1,080	54.0%	981	48.3%	884	44.9%	928	47.1%	874	44.4%	874	44.8%
East Indian	43	24.9%	58	30.5%	73	34.1%	63	26.1%	78	33.1%	87	36.0%	66	26.6%	78	33.3%
Filipino	559	37.0%	643	40.5%	567	35.3%	545	33.5%	515	30.9%	578	32.7%	549	29.8%	597	31.6%
Japanese	83	11.3%	87	12.6%	63	9.3%	54	8.2%	52	8.3%	53	9.0%	38	6.8%	35	6.4%
Korean	184	35.8%	202	41.1%	183	37.3%	154	32.0%	121	24.9%	118	24.5%	96	19.5%	101	22.1%
Other Asian	72	37.1%	67	38.1%	87	40.7%	94	38.8%	96	35.4%	112	42.1%	103	38.4%	126	43.6%
Samoan	290	75.3%	296	79.6%	301	76.8%	280	70.5%	257	66.4%	312	65.5%	316	70.9%	345	76.2%
Other Southeast	1,268	80.9%	1,195	81.2%	1,262	81.7%	1,260	76.3%	1,263	72.0%	1,401	73.8%	1,421	71.6%	1,570	77.9%
Vietnamese	862	82.4%	782	80.1%	786	79.6%	814	74.3%	750	66.5%	781	65.4%	752	62.7%	790	63.0%
Summary	4,480	54.9%	4,363	55.1%	4,402	54.2%	4,245	50.4%	4,016	47.1%	4,370	49.2%	4,215	46.8%	4,516	49.7%
White																
Gypsy	27	79.4%	16	66.7%	12	60.0%	19	79.2%	33	82.5%	13	50.0%	15	45.5%	9	42.9%
White	4,317	18.3%	4,391	19.5%	4,008	18.3%	3,834	17.8%	3,316	15.7%	3,402	16.3%	3,115	15.5%	3,159	17.1%
Summary	4,344	18.4%	4,407	19.5%	4,020	18.3%	3,853	17.8%	3,349	15.9%	3,415	16.4%	3,130	15.5%	3,168	17.1%
TOTAL	15,928	35.3%	16,482	37.5%	16,077	37.0%	15,485	35.4%	13,849	31.7%	15,107	34.4%	14,279	33.0%	14,927	36.4%

Students Receiving Free or Reduced Price Lunch by Percent of Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90



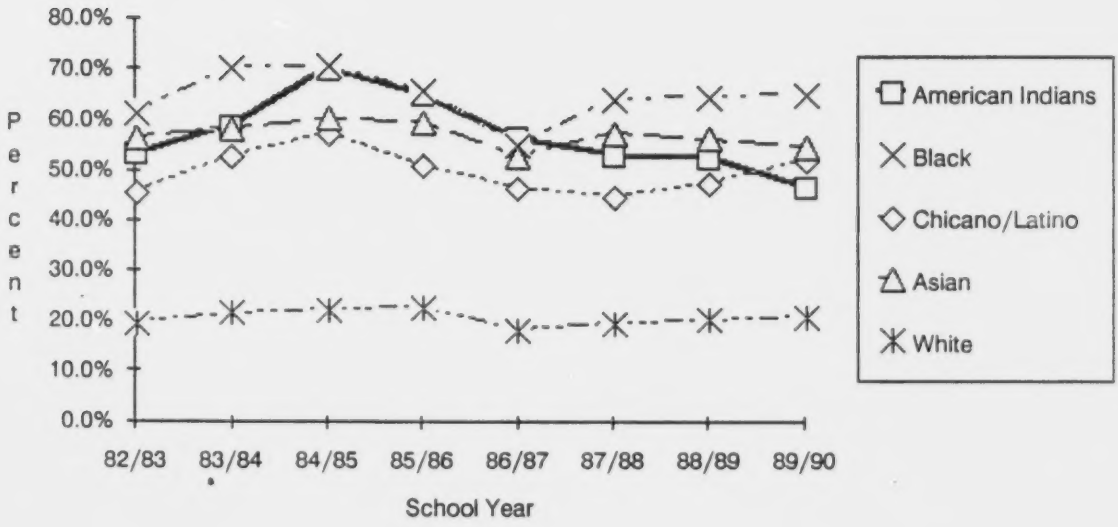
Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative High Schools
1982-83 to 1989-90



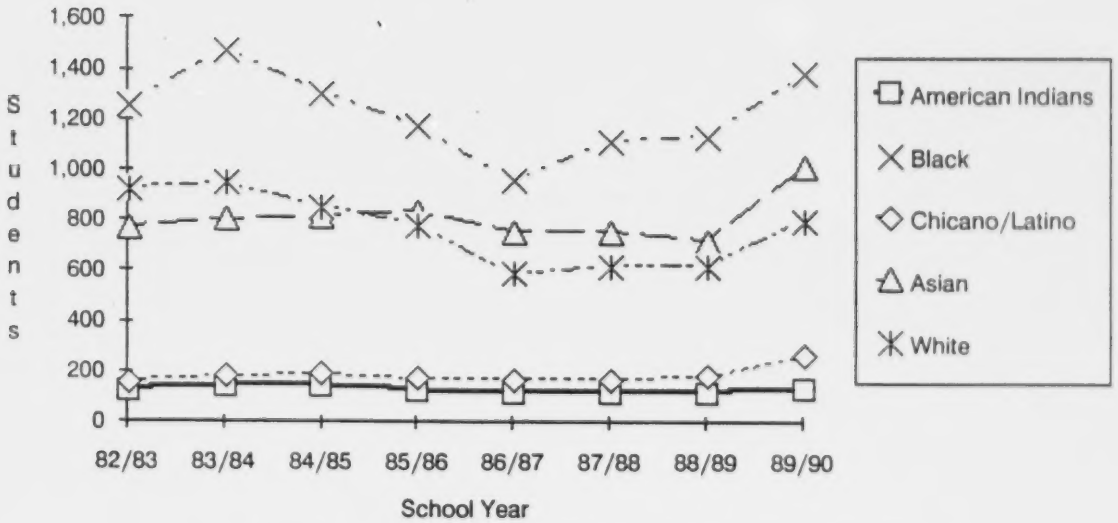
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative High Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	128	42.1%	123	43.2%	138	48.1%	114	42.2%	93	38.1%	113	44.0%	113	41.9%	79	36.6%
Alaska Native	40	46.5%	25	33.8%	33	39.3%	29	38.2%	25	37.3%	29	46.8%	22	36.1%	14	24.1%
Native American	7	43.8%	6	54.5%	12	66.7%	8	44.4%	9	50.0%	10	43.5%	7	31.8%	1	3.6%
Summary	175	43.1%	154	41.6%	183	47.0%	151	41.5%	127	38.6%	152	44.4%	142	40.2%	94	31.1%
Black	1,506	47.9%	1,684	53.6%	1,690	51.5%	1,575	47.2%	1,163	34.4%	1,428	43.6%	1,215	41.2%	979	36.8%
Chicano/Latino																
Latino Asian	12	28.6%	17	35.4%	19	33.9%	16	26.7%	14	21.9%	17	24.6%	15	22.4%	13	19.7%
Latino Black	64	48.5%	60	48.4%	52	42.3%	57	46.7%	45	33.8%	49	40.2%	44	37.3%	28	29.5%
Latino Indian	73	42.9%	74	42.3%	68	39.3%	71	36.2%	58	30.4%	70	34.7%	47	22.7%	75	30.9%
Latino White	51	27.4%	64	32.3%	54	27.4%	66	32.0%	50	24.3%	62	27.8%	63	27.6%	69	28.5%
Summary	200	37.7%	215	39.4%	193	35.2%	210	36.0%	167	28.1%	198	32.1%	169	27.3%	185	28.6%
Asian																
Chinese	481	58.0%	429	55.9%	452	57.7%	399	49.5%	375	48.7%	421	53.6%	404	52.3%	353	47.8%
East Indian	11	27.5%	19	39.6%	22	35.5%	18	25.4%	26	35.1%	34	44.2%	22	28.6%	16	22.9%
Filipino	231	39.9%	244	40.2%	202	34.8%	177	30.5%	134	23.4%	156	25.5%	145	22.7%	149	23.4%
Japanese	19	7.0%	27	10.7%	19	7.6%	12	4.7%	9	3.8%	12	5.7%	7	3.8%	9	5.4%
Korean	60	41.1%	73	48.7%	72	42.9%	68	39.1%	45	28.7%	38	24.2%	33	22.3%	22	16.9%
Other Asian	13	29.5%	19	37.3%	25	41.0%	22	32.8%	21	25.3%	28	35.4%	19	26.8%	26	34.7%
Samoan	72	64.3%	68	68.7%	76	71.7%	69	64.5%	60	50.4%	76	56.7%	79	61.2%	78	57.8%
Other Southeast	489	90.1%	442	87.2%	509	89.6%	464	87.5%	431	82.4%	461	82.8%	412	73.2%	387	72.1%
Vietnamese	415	91.2%	336	86.6%	336	84.4%	355	77.5%	328	68.2%	344	67.5%	341	66.9%	305	59.7%
Summary	1,791	59.3%	1,657	57.7%	1,713	57.5%	1,584	51.9%	1,429	47.3%	1,570	50.3%	1,462	47.3%	1,345	44.8%
White																
Gypsy	1	14.3%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%
White	1,061	13.6%	1,081	14.4%	938	12.7%	800	11.0%	651	9.4%	656	10.0%	556	9.7%	490	9.6%
Summary	1,062	13.6%	1,082	14.4%	938	12.7%	800	11.0%	651	9.4%	656	10.0%	556	9.7%	491	9.6%
TOTAL	4,734	31.7%	4,792	33.2%	4,717	32.3%	4,320	29.6%	3,537	24.8%	4,004	28.8%	3,544	27.8%	3,094	26.4%

Students Receiving Free or Reduced Price Lunch by Percent of Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90



Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1989-90

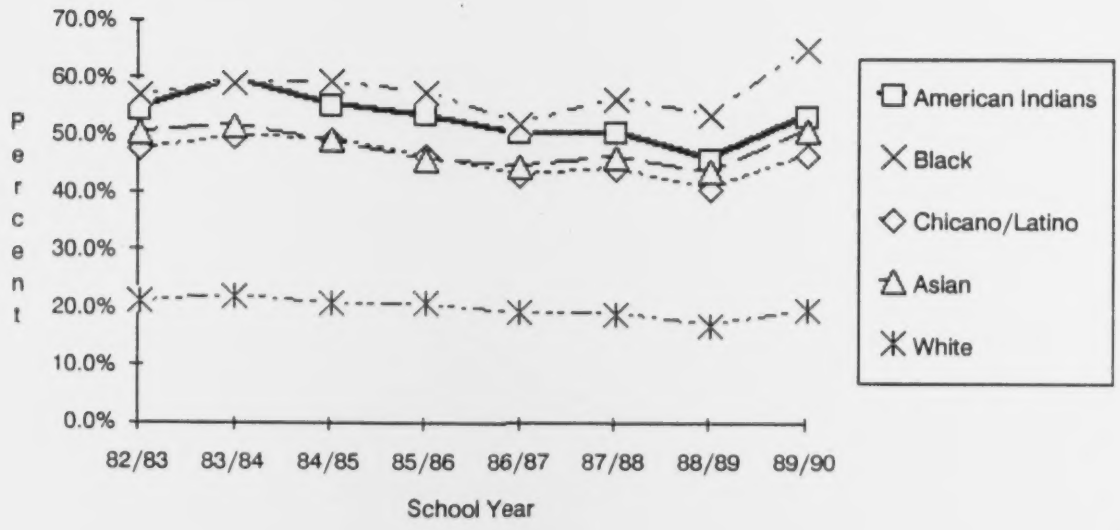


NOTE: 1989/90 Enrollment loss due partially to change in District grade configuration policy.

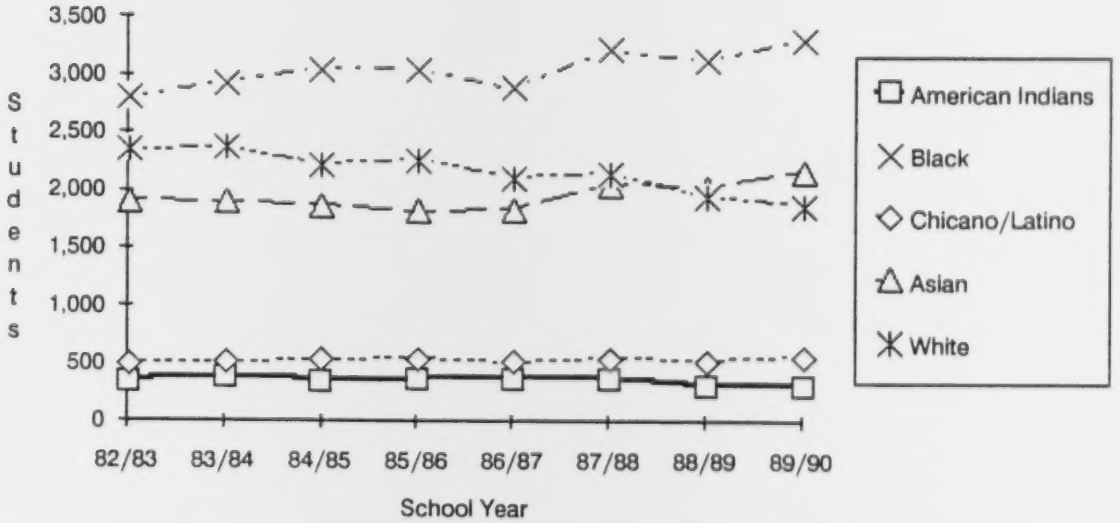
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Middle Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	96	55.5%	106	62.4%	110	70.1%	88	62.9%	84	54.9%	91	58.3%	87	53.0%	97	48.7%
Alaska Native	23	44.2%	31	49.2%	29	70.7%	28	65.1%	26	61.9%	15	42.9%	24	55.8%	34	47.2%
Native American	6	60.0%	5	55.6%	6	66.7%	8	100.0%	7	53.8%	8	33.3%	7	38.9%	5	23.8%
Summary	125	53.2%	142	58.7%	145	70.0%	124	64.9%	117	56.3%	114	53.0%	118	52.4%	136	46.6%
Black	1,263	61.5%	1,475	70.4%	1,305	70.7%	1,180	66.0%	960	55.0%	1,115	64.0%	1,134	64.5%	1,382	65.0%
Chicano/Latino																
Latino Asian	5	18.5%	6	22.2%	8	32.0%	13	44.8%	9	25.7%	8	25.8%	11	33.3%	22	51.2%
Latino Black	58	58.0%	79	69.9%	68	72.3%	58	65.2%	51	59.3%	40	57.1%	30	53.6%	59	73.8%
Latino Indian	50	45.9%	53	47.7%	55	53.9%	44	48.4%	52	44.8%	54	47.0%	59	52.2%	95	54.3%
Latino White	46	40.7%	46	47.4%	63	54.3%	60	45.1%	61	45.5%	67	41.4%	84	45.2%	90	42.1%
Summary	159	45.6%	184	52.9%	194	57.6%	175	51.2%	173	46.6%	169	44.7%	184	47.4%	266	52.0%
Asian																
Chinese	193	56.1%	205	55.3%	209	59.2%	219	61.5%	191	53.7%	171	54.6%	148	54.2%	182	47.3%
East Indian	8	23.5%	10	28.6%	15	38.5%	13	30.2%	12	26.7%	15	40.5%	18	46.2%	22	43.1%
Filipino	103	41.2%	117	44.8%	112	41.9%	107	39.1%	94	33.9%	124	45.1%	125	43.6%	174	40.0%
Japanese	23	15.0%	21	14.7%	12	9.5%	13	13.3%	10	10.9%	9	10.2%	8	11.8%	7	7.4%
Korean	41	45.1%	41	42.7%	40	49.4%	25	31.6%	28	31.1%	28	35.0%	22	31.0%	27	29.0%
Other Asian	16	41.0%	13	43.3%	22	47.8%	26	49.1%	26	55.3%	18	51.4%	23	51.1%	29	47.5%
Samoan	54	88.5%	50	96.2%	49	87.5%	57	79.2%	43	67.2%	48	81.4%	56	86.2%	85	86.7%
Other Southeast	196	82.7%	197	88.7%	209	94.6%	224	87.8%	213	80.7%	206	83.7%	211	81.2%	305	80.7%
Vietnamese	140	87.0%	152	86.9%	152	89.9%	156	85.7%	136	72.7%	136	73.1%	107	64.1%	181	70.4%
Summary	774	56.5%	806	58.2%	820	60.4%	840	59.5%	753	53.0%	755	57.2%	718	56.3%	1,012	54.6%
White																
Gypsy	0	0.0%	2	50.0%	1	33.3%	1	50.0%	9	100.0%	1	25.0%	0	0.0%	1	33.3%
White	927	19.7%	948	21.6%	855	22.3%	781	22.6%	581	18.0%	617	19.6%	624	20.3%	803	20.9%
Summary	927	19.7%	950	21.7%	856	22.3%	782	22.6%	590	18.2%	618	19.6%	624	20.3%	804	20.9%
TOTAL	3,248	37.2%	3,557	42.1%	3,320	43.8%	3,101	43.1%	2,593	37.1%	2,771	40.7%	2,778	41.3%	3,600	41.7%

Students Receiving Free or Reduced Price Lunch by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1989-90



NOTE: 1989/90 Enrollment gain due partially to change in District grade configuration policy.

District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	278	57.4%	301	60.6%	262	56.2%	281	54.2%	277	51.7%	258	48.8%	237	46.8%	232	52.8%
Alaska Native	70	47.6%	86	57.5%	75	56.0%	74	51.7%	69	47.3%	85	57.0%	56	41.8%	54	47.8%
Native American	11	39.3%	12	54.5%	15	42.9%	18	51.4%	23	46.9%	26	51.0%	25	47.2%	35	71.4%
Summary	359	54.5%	401	59.7%	352	55.4%	373	53.6%	369	50.5%	369	50.6%	318	45.9%	321	53.4%
Black	2,809	57.1%	2,937	59.2%	3,053	59.5%	3,049	57.8%	2,884	52.3%	3,221	56.7%	3,124	53.7%	3,310	65.2%
Chicano/Latino																
Latino Asian	42	48.8%	45	46.4%	38	43.2%	27	27.6%	32	29.4%	33	25.8%	48	31.6%	65	42.5%
Latino Black	172	61.0%	166	64.3%	156	63.2%	144	61.3%	124	59.0%	118	66.7%	103	58.5%	87	64.0%
Latino Indian	167	53.0%	150	49.7%	181	52.3%	184	48.3%	169	42.5%	199	46.0%	199	43.0%	235	49.0%
Latino White	127	33.2%	159	41.0%	165	39.9%	195	41.5%	197	39.9%	206	40.2%	180	35.5%	183	40.5%
Summary	508	47.7%	520	49.8%	540	49.3%	550	46.5%	522	43.1%	556	44.4%	530	40.8%	570	46.7%
Asian																
Chinese	445	51.1%	399	48.0%	419	48.5%	363	41.8%	318	37.6%	336	38.6%	322	34.8%	339	40.8%
East Indian	24	24.2%	29	27.1%	36	31.9%	32	25.2%	40	34.2%	38	29.7%	26	19.7%	40	35.4%
Filipino	225	32.9%	282	39.2%	253	33.4%	261	33.9%	287	35.0%	298	33.8%	279	30.4%	274	33.5%
Japanese	41	13.3%	39	13.3%	32	10.5%	29	9.6%	33	11.1%	32	11.0%	23	7.4%	19	6.7%
Korean	83	30.0%	88	35.8%	71	29.3%	61	26.8%	48	20.1%	52	21.2%	41	15.0%	52	22.2%
Other Asian	43	38.7%	35	36.8%	40	37.4%	46	37.7%	49	34.8%	66	43.4%	61	40.1%	71	46.4%
Samoan	164	77.4%	178	80.5%	176	76.5%	154	70.6%	154	75.5%	188	71.5%	181	71.8%	182	82.7%
Other Southeast	583	74.1%	556	74.9%	544	72.1%	572	66.1%	619	63.9%	734	67.0%	798	68.6%	878	79.7%
Vietnamese	307	71.4%	294	71.2%	298	70.8%	303	66.6%	286	62.2%	301	60.4%	304	58.1%	304	62.6%
Summary	1,915	50.7%	1,900	51.8%	1,869	49.3%	1,821	46.0%	1,834	44.8%	2,045	46.2%	2,035	43.8%	2,159	50.9%
White																
Gypsy	26	100.0%	13	86.7%	11	100.0%	18	90.0%	24	82.8%	12	60.0%	15	50.0%	7	50.0%
White	2,329	21.0%	2,362	22.2%	2,215	20.8%	2,253	20.8%	2,083	19.1%	2,129	19.1%	1,935	17.1%	1,866	19.6%
Summary	2,355	21.2%	2,375	22.2%	2,226	20.9%	2,271	20.9%	2,107	19.3%	2,141	19.2%	1,950	17.2%	1,873	19.7%
TOTAL	7,946	36.9%	8,133	38.7%	8,040	37.7%	8,064	36.7%	7,716	34.3%	8,332	35.8%	7,957	33.4%	8,233	39.8%

BILINGUAL STUDENTS

BILINGUAL STUDENTS

Definition

Each student's primary and home language is obtained at registration, as well as an assessment of the student's English fluency, compared to their primary language. A record of any non-English primary or home language is maintained on computer files. If a parent indicates that the student is less fluent in English than their home language, the student is given the Language Assessment Scales test (LAS) to determine English fluency. In addition to LAS scores, a separate code is maintained by the Office of Transitional Bilingual Programs which indicates whether or not the student is in need of a special program (Limited English Proficiency - LEP). The LEP code is updated annually with information obtained through further LAS testing and standardized test results in reading and language. Data is taken from June computer files rather than October computer files because eligibility codes are not updated until the middle of the school year. Because June enrollment data is used here, the change in the District's grade configuration policy will have no impact upon the data.

Results

Bilingual data, which is shown for the past five years, is presented for the entire District. The data show the number and percent of students who have Limited English Proficiency and the number and percent of students who have Equal English Proficiency.

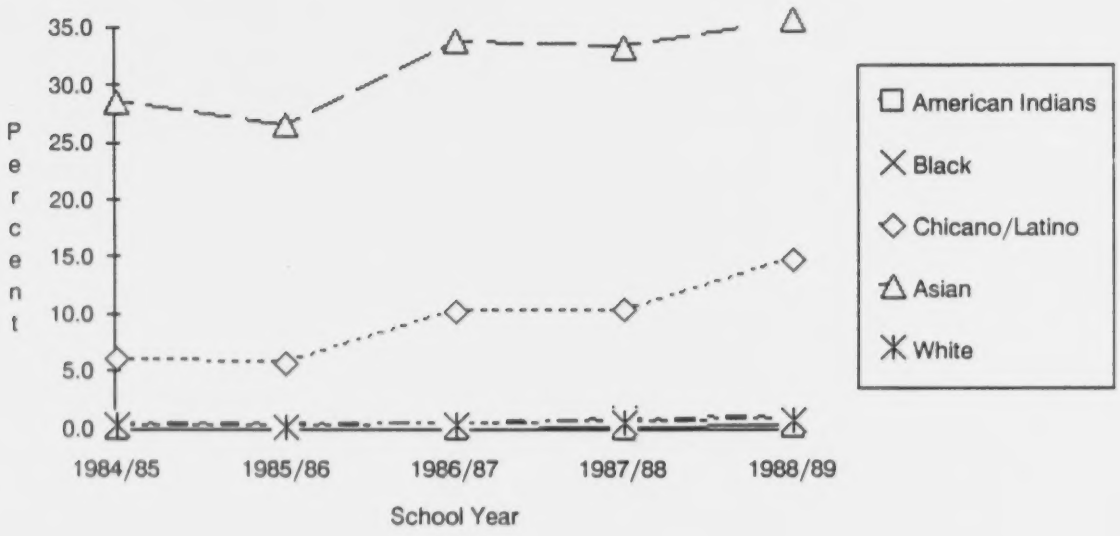
Overall, Seattle has almost 7,500 students with non-English backgrounds. This is more than 18 percent of the total District enrollment. Of these, more than 3,800, or 9 percent of the District, are Limited English Proficient students.

The majority of bilingual students are Asian, followed by Chicano/Latino and other groups. The population of limited English speakers is largely made up of Asian students. The number and percent of Limited English Proficient students since the 1988-86 school year is generally rising.

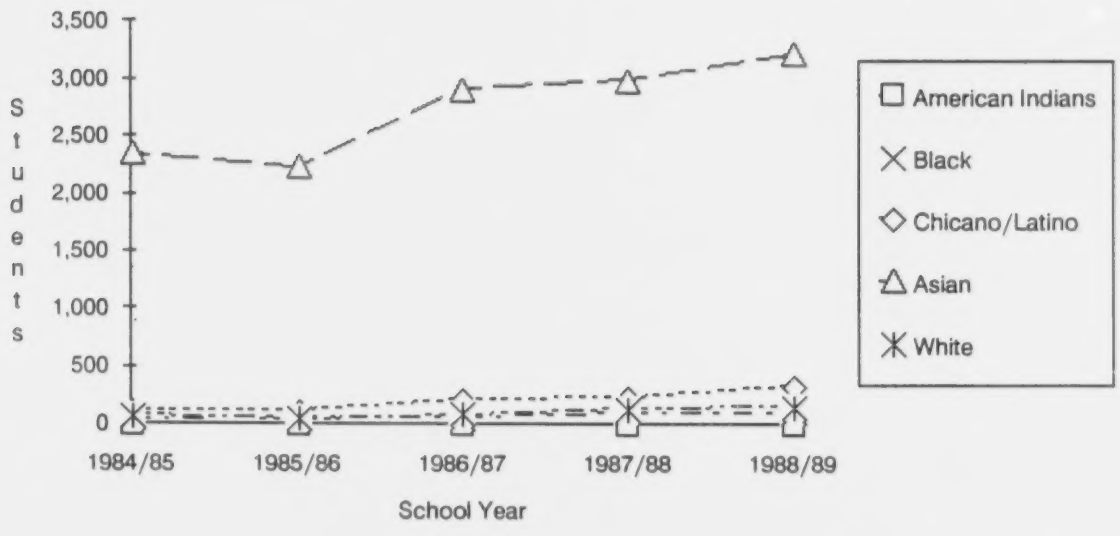
District Summary
Number and Percent of Bilingual Students in each Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	1984/85				1985/86				1986/87				1987/88				1988/89			
	Limited English Proficiency		Equal English Proficiency		Limited English Proficiency		Equal English Proficiency		Limited English Proficiency		Equal English Proficiency		Limited English Proficiency		Equal English Proficiency		Limited English Proficiency		Equal English Proficiency	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																				
American Indian	0	----	18	2.2	0	----	10	1.2	0	----	9	1.1	1	0.1	10	1.1	1	0.1	9	1.1
Alaska Native	0	----	4	1.8	0	----	3	1.3	0	----	4	1.8	0	----	2	0.9	2	0.9	1	0.4
Native American	0	----	5	8.9	0	----	2	3.1	0	----	4	4.9	0	----	4	4.2	0	----	4	4.3
Summary	0	----	27	2.4	0	----	15	1.3	0	----	17	1.5	1	0.1	16	1.3	3	0.3	14	1.2
Black	47	0.5	86	0.8	52	0.5	66	0.6	62	0.6	83	0.8	107	1.0	87	0.8	109	1.1	98	1.0
Chicano/Latino																				
Latino Asian	10	6.5	44	28.4	10	5.4	39	21.1	18	9.1	54	27.1	17	6.9	50	20.4	30	12.5	46	19.2
Latino Black	4	0.9	10	2.2	2	0.5	8	1.8	2	0.5	9	2.3	3	0.8	9	2.5	2	0.6	6	1.8
Latino Indian	41	6.8	190	31.6	42	6.6	132	20.7	75	11.4	150	22.8	83	12.0	122	17.6	164	20.2	131	16.1
Latino White	62	8.6	185	25.6	63	8.4	152	20.3	120	14.7	165	20.2	127	14.0	148	16.3	142	15.8	152	16.9
Summary	117	6.1	429	22.3	117	5.8	331	16.5	215	10.4	378	18.2	230	10.4	329	14.9	338	14.8	335	14.7
Asian																				
Chinese	492	24.0	1,241	60.5	477	23.4	963	47.9	637	31.7	1,008	50.1	561	27.8	1,039	51.5	610	30.6	956	48.0
East Indian	25	11.7	115	54.0	22	9.2	86	36.0	34	14.8	102	44.3	45	18.1	83	33.3	50	20.1	74	29.7
Filipino	194	12.2	737	46.4	183	11.4	534	33.3	283	16.7	602	35.5	320	17.9	594	33.3	372	20.2	543	29.5
Japanese	25	3.8	165	25.0	32	5.1	87	13.8	43	7.2	94	15.8	57	10.1	83	14.7	61	10.9	72	12.9
Korean	94	19.5	272	56.3	72	15.7	202	44.1	119	24.9	207	43.4	113	23.1	207	42.2	134	27.7	167	34.6
Other Asian	21	9.6	62	28.4	27	11.2	51	21.1	42	18.7	48	21.3	44	17.1	49	19.0	45	17.2	46	17.6
Samoan	67	17.2	213	54.6	43	11.1	146	37.8	64	16.6	165	42.9	96	21.4	152	33.9	100	23.7	127	30.1
Other Southeast	1,014	65.0	490	31.4	929	55.7	603	36.2	1,158	63.2	566	30.9	1,201	61.9	574	29.6	1,246	63.1	568	28.8
Vietnamese	422	39.3	602	56.1	448	39.2	566	49.6	542	46.0	535	45.4	550	45.5	525	43.5	604	48.2	505	40.3
Summary	2,354	28.6	3,897	47.3	2,233	26.6	3,238	38.7	2,922	33.9	3,327	38.6	2,987	33.3	3,306	36.9	3,222	35.7	3,058	33.9
White																				
Gypsy	6	25.0	11	45.8	1	2.4	19	46.3	1	3.3	9	30.0	4	16.7	8	33.3	3	9.4	10	31.3
White	68	0.3	426	2.1	49	0.3	287	1.4	89	0.5	314	1.6	128	0.6	242	1.2	157	0.8	196	1.0
Summary	74	0.4	437	2.1	50	0.3	306	1.5	90	0.5	323	1.6	132	0.7	250	1.2	160	0.8	206	1.1
TOTAL	2,592	6.2	4,876	11.6	2,452	5.9	3,956	9.5	3,289	7.8	4,128	9.9	3,457	8.0	3,988	9.2	3,832	9.2	3,711	8.9

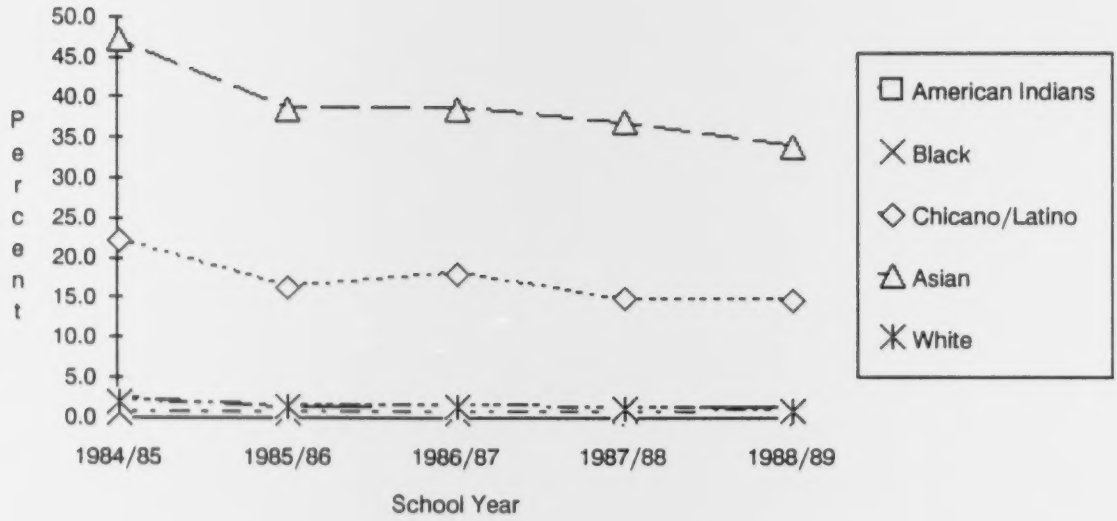
Limited English Proficiency Students by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



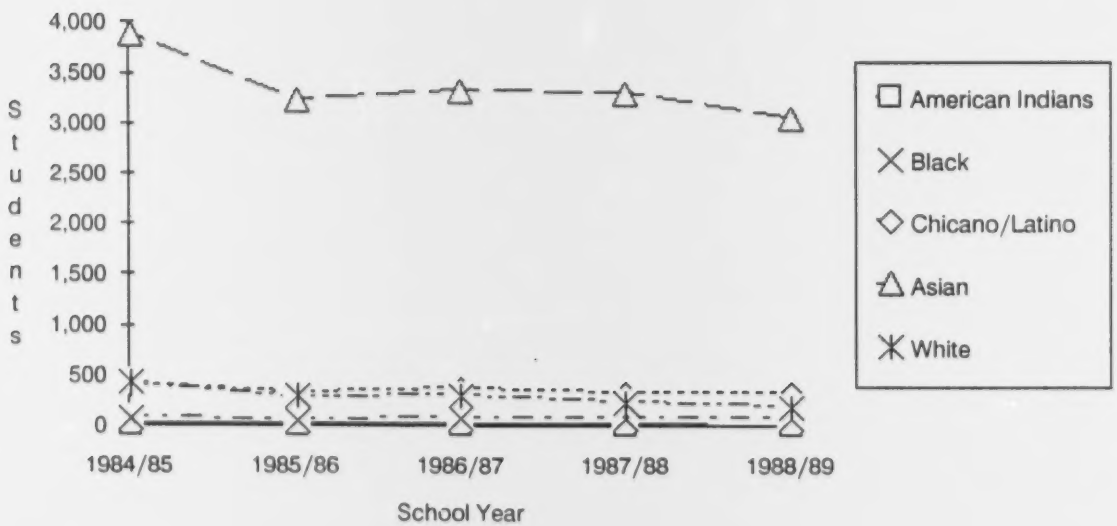
Students with Limited English Proficiency by Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



Equal English Proficiency by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



Students with Equal English Proficiency by Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



SPECIAL EDUCATION STUDENTS

SPECIAL EDUCATION STUDENTS

Definition

Special Education data are maintained by Special Education staff using central computer data files. When a student is referred to Special Education, a record is created which indicates that this student is a focus of concern. After assessment, if the student is found to be in need of Special Education, an Individual Educational Plan (IEP) is developed for the student. This plan forms the basis of most Special Education data collection. The handicap codes and data from the IEP are entered on the computer file. The file is updated continuously as students enter Special Education or are reassessed. These data are used monthly to report Special Education enrollment to the State for revenue. They are also used for a large amount of reporting required by law and governmental regulations. The data presented here are taken from June files, the same as the June P223H Special Education enrollment figures reported to the State.

The first table shows the number and percent of students in all Special Education categories (Handicapping Conditions). It is presented on two pages. The first column shows the total number and percentage of students in each ethnic group who are in Special Education. The following columns, continuing on to the next page, give a similar breakout by each handicapping condition.

The second set of tables and graphs show trends in the total number and percentage of Special Education students, Specific Learning Disability students, Mildly Mentally Retarded students, and Seriously Behaviorally Disabled students. These handicapping conditions are defined as follows:

* Seriously Behaviorally Disabled (SBD) children display marked behavioral difficulties to an extreme degree over time. They may be overtly aggressive or extremely withdrawn.

* Mildly Mentally Retarded (MMR) children learn at a slower rate, often have language problems, have difficulty with abstract concepts, and are typically unable to generalize from one setting to another. Intellectual functioning is in the range of 51-75 on a standardized intelligence test and adaptive behavior is three-fourths of their chronological age.

* Specific Learning Disabled (SLD) children have a severe discrepancy between their actual performance and expected performance based on intelligence. Such children show difficulties in reading, writing, mathematics, or spoken and written language.

Results

Overall, 8.1 percent of the students in the District are enrolled in Special Education. This ranges from 12.3 percent of all Black students to 3.0 percent of all Asian students. The largest category is Specific Learning Disability, with 4.2 percent of the District, 7.0 percent of Black students and 1.3 percent of Asian students. The other large categories are Preschool Handicapped, Seriously Behaviorally Disabled and Mildly Mentally Retarded. These categories account for the vast majority of the Special Education students. It is these categories in which disproportionate numbers of Black students appear. Other categories involve very few students and show less disproportionality because the disabilities are related to medical disorders.

Looking at the trend data, there has been a modest decline in the past two years in the enrollment pattern in Special Education and Specific Learning Disability. Black and Native American students show higher rates, White and Chicano/Latino students show intermediate rates, and Asian students show lower rates in these categories. The Seriously Behaviorally Disabled and Mildly Mentally Retarded categories show much lower overall rates and little change in the rates over the past three years. Except for Black and White students, the numbers are too small to conclude much. In both cases, the Black rate is higher than the White rate. The difference in rates is much smaller than the Specific Learning Disability rate.

District Summary
Number and Percent of Students in each Ethnic Group in Special Education (Part 1 of 2)
All Regular and Alternative Schools – June 1989 Data

ETHNIC GROUP	Total Special Education		Specific Learning Disability		Pre-School Handicapped		Seriously Behavior-Disabled		Orthopedic-Impaired		Health Impaired		Mildly Mentally Retarded	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians														
American Indian	104	12.3%	62	7.4%	8	0.9%	11	1.3%	2	0.2%	3	0.4%	9	1.1%
Alaska Native	21	9.4%	13	5.8%	2	0.9%	4	1.8%	0	0.0%	0	0.0%	1	0.4%
Native American	19	20.7%	6	6.5%	8	8.7%	1	1.1%	1	1.1%	3	3.3%	0	0.0%
Summary	144	12.4%	81	7.0%	18	1.6%	16	1.4%	3	0.3%	6	0.5%	10	0.9%
Black	1,231	12.3%	701	7.0%	95	0.9%	129	1.3%	9	0.1%	43	0.4%	159	1.6%
Chicano/Latino														
Latino Asian	13	5.4%	6	2.5%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	5	2.1%
Latino Black	32	9.8%	21	6.4%	1	0.3%	1	0.3%	0	0.0%	1	0.3%	7	2.1%
Latino Indian	69	8.5%	45	5.5%	7	0.9%	0	0.0%	1	0.1%	3	0.4%	5	0.6%
Latino White	75	8.3%	53	5.9%	3	0.3%	2	0.2%	2	0.2%	1	0.1%	6	0.7%
Summary	189	8.3%	125	5.5%	12	0.5%	3	0.1%	3	0.1%	5	0.2%	23	1.0%
Asian														
Chinese	42	2.1%	16	0.8%	3	0.2%	3	0.2%	6	0.3%	3	0.2%	3	0.2%
East Indian	13	5.2%	3	1.2%	2	0.8%	0	0.0%	5	2.0%	1	0.4%	0	0.0%
Filipino	60	3.3%	26	1.4%	11	0.6%	3	0.2%	1	0.1%	4	0.2%	10	0.5%
Japanese	12	2.1%	5	0.9%	1	0.2%	1	0.2%	1	0.2%	0	0.0%	2	0.4%
Korean	10	2.1%	5	1.0%	1	0.2%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
Other Asian	15	5.7%	10	3.8%	0	0.0%	1	0.4%	1	0.4%	0	0.0%	1	0.4%
Samoan	37	8.8%	23	5.5%	6	1.4%	1	0.2%	0	0.0%	0	0.0%	6	1.4%
Other Southeast	55	2.8%	22	1.1%	5	0.3%	1	0.1%	1	0.1%	6	0.3%	8	0.4%
Vietnamese	26	2.1%	10	0.8%	1	0.1%	0	0.0%	0	0.0%	3	0.2%	4	0.3%
Summary	270	3.0%	120	1.3%	30	0.3%	10	0.1%	16	0.2%	18	0.2%	35	0.4%
White														
Gypsy	1	3.1%	1	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	1,531	8.0%	719	3.8%	187	1.0%	164	0.9%	48	0.3%	97	0.5%	135	0.7%
Summary	1,532	8.0%	720	3.8%	187	1.0%	164	0.9%	48	0.3%	97	0.5%	135	0.7%
TOTAL	3,366	8.1%	1,747	4.2%	342	0.8%	322	0.8%	79	0.2%	169	0.4%	362	0.9%

SISO - December 1989

District Summary
Number and Percent of Students in each Ethnic Group in Special Education (Part 2 of 2)
All Regular and Alternative Schools -- June 1989 Data

ETHNIC GROUP	Moderately Mentally Retarded		Severly Mentally Retarded		Multi-Handicapped		Deaf		Hard of Hearing		Visually Impaired	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians												
American Indian	3	0.4%	1	0.1%	4	0.5%	0	0.0%	1	0.1%	0	0.0%
Alaska Native	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Summary	3	0.3%	1	0.1%	5	0.4%	0	0.0%	1	0.1%	0	0.0%
Black	34	0.3%	10	0.1%	38	0.4%	5	0.0%	5	0.0%	3	0.0%
Chicano/Latino												
Latino Asian	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Latino Black	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Latino Indian	1	0.1%	0	0.0%	2	0.2%	2	0.2%	2	0.2%	1	0.1%
Latino White	0	0.0%	1	0.1%	5	0.6%	0	0.0%	1	0.1%	1	0.1%
Summary	3	0.1%	1	0.0%	7	0.3%	2	0.1%	3	0.1%	2	0.1%
Asian												
Chinese	3	0.2%	0	0.0%	3	0.2%	0	0.0%	2	0.1%	0	0.0%
East Indian	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	1	0.4%
Filipino	2	0.1%	1	0.1%	1	0.1%	0	0.0%	1	0.1%	0	0.0%
Japanese	1	0.2%	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Korean	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
Other Asian	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Samoan	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
Other Southeast	1	0.1%	0	0.0%	4	0.2%	5	0.3%	2	0.1%	0	0.0%
Vietnamese	1	0.1%	1	0.1%	4	0.3%	0	0.0%	2	0.2%	0	0.0%
Summary	10	0.1%	3	0.0%	15	0.2%	5	0.1%	7	0.1%	1	0.0%
White												
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	60	0.3%	15	0.1%	69	0.4%	11	0.1%	14	0.1%	12	0.1%
Summary	60	0.3%	15	0.1%	69	0.4%	11	0.1%	14	0.1%	12	0.1%
TOTAL	110	0.3%	30	0.1%	134	0.3%	23	0.1%	30	0.1%	18	0.0%

District Summary
Number and Percent of Students in each Ethnic Group
Seriously Behaviorally-Disabled and Mildly Mentally Retarded

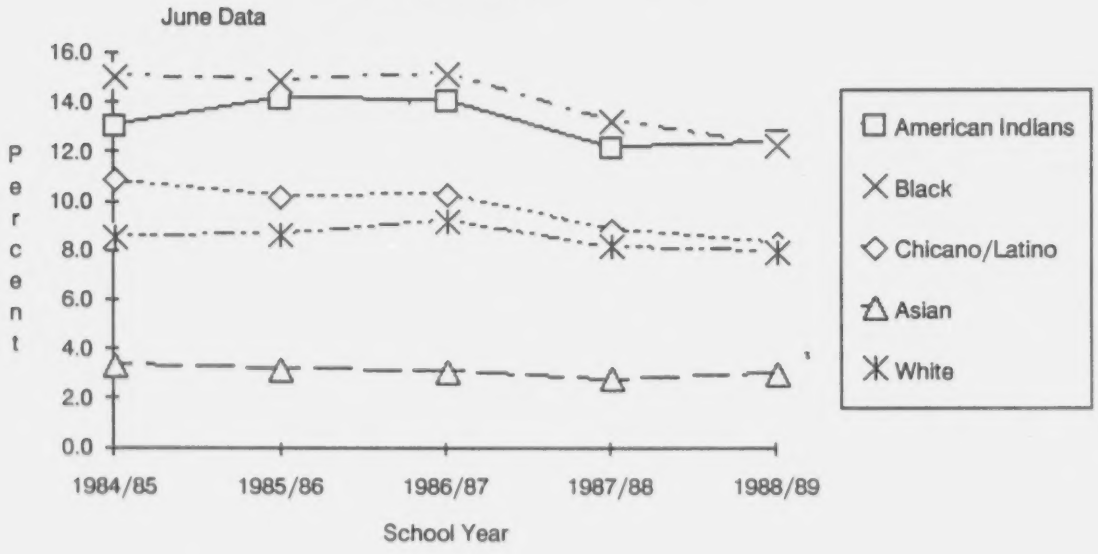
ETHNIC GROUP	1984/85				1985/86				1986/87				1987/88				1988/89			
	Seriously Behavior-Disabled		Mildly Mentally Retarded		Seriously Behavior-Disabled		Mildly Mentally Retarded		Seriously Behavior-Disabled		Mildly Mentally Retarded		Seriously Behavior-Disabled		Mildly Mentally Retarded		Seriously Behavior-Disabled		Mildly Mentally Retarded	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																				
American Indian	7	0.8	7	0.8	6	0.7	11	1.3	7	0.8	14	1.7	12	1.3	11	1.2	11	1.3	9	1.1
Alaska Native	1	0.4	1	0.4	4	1.7	2	0.8	2	0.9	1	0.5	2	0.9	2	0.9	4	1.8	1	0.4
Native American	0	--	1	1.8	0	--	0	--	1	1.2	2	2.5	0	--	0	--	1	--	0	--
Summary	8	0.7	9	0.8	10	0.9	13	1.1	10	0.9	17	1.5	14	1.1	13	1.0	16	1.4	10	0.9
Black	131	1.3	193	1.9	123	1.2	190	1.9	150	1.4	205	2.0	144	1.3	187	1.7	129	1.3	159	1.6
Chicano/Latino																				
Latino Asian	0	--	1	0.7	0	--	4	2.2	0	--	4	2.0	0	--	6	2.4	0	--	5	2.1
Latino Black	5	1.1	7	1.6	4	0.9	8	1.8	4	1.0	8	2.0	3	0.8	6	1.7	1	0.3	7	2.1
Latino Indian	1	0.2	11	1.8	1	0.2	9	1.4	2	0.3	8	1.2	2	0.3	8	1.2	0	0.0	5	0.6
Latino White	4	0.6	7	1.0	4	0.5	9	1.2	2	0.3	10	1.2	2	0.2	8	0.9	2	0.2	6	0.7
Summary	10	0.5	26	1.4	9	0.5	30	1.5	8	0.4	30	1.4	7	0.3	28	1.3	3	0.1	23	1.0
Asian																				
Chinese	2	0.1	6	0.3	3	0.2	4	0.2	3	0.2	5	0.3	4	0.2	4	0.2	3	0.2	3	0.2
East Indian	0	--	1	0.5	0	--	1	0.4	0	--	1	0.4	0	--	1	0.4	0	--	0	0.0
Filipino	1	0.1	5	0.3	2	0.1	9	0.6	2	0.1	9	0.5	4	0.2	10	0.6	3	0.2	10	0.5
Japanese	0	--	3	0.5	0	0.0	2	0.3	1	0.2	2	0.3	0	--	2	0.4	1	--	2	0.4
Korean	0	--	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	0	--	1	0.2	0	--	1	0.2
Other Asian	0	--	0	--	0	--	0	--	0	--	1	0.4	0	--	2	0.8	1	--	1	0.4
Samoan	1	0.3	7	1.8	1	0.3	5	1.3	1	0.3	3	0.8	1	0.2	6	1.3	1	0.2	6	1.4
Other Southeast	1	0.1	8	0.5	0	--	6	0.4	0	--	8	0.4	0	--	8	0.4	1	--	8	0.4
Vietnamese	0	--	3	0.3	0	--	2	0.2	0	--	3	0.3	0	--	3	0.2	0	--	4	0.3
Summary	5	0.1	34	0.4	7	0.1	30	0.4	8	0.1	33	0.4	9	0.1	37	0.4	10	0.1	35	0.4
White																				
Gypsy	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
White	167	0.8	131	0.6	178	0.9	149	0.8	191	1.0	145	0.7	174	0.9	150	0.7	164	0.9	135	0.7
Summary	167	0.8	131	0.6	178	0.9	149	0.8	191	1.0	145	0.7	174	0.9	150	0.7	164	0.9	135	0.7
TOTAL	321	0.8	393	0.9	327	0.8	412	1.0	367	0.9	430	1.0	348	0.8	415	1.0	322	0.8	362	0.9

SISO - December 1989

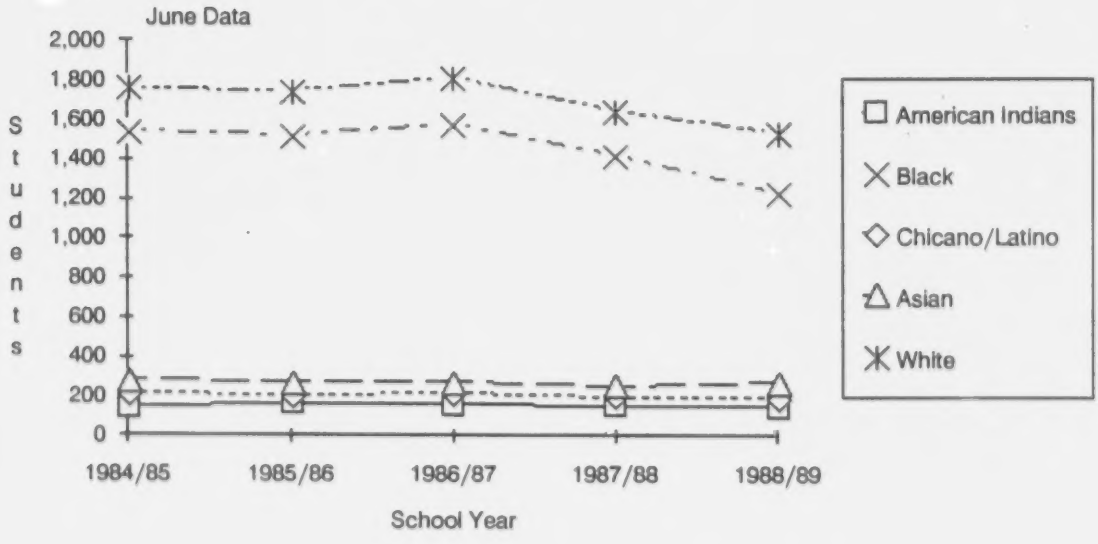
District Summary
Number and Percent of Students in each Ethnic Group
Total Special Education and Specific Learning Disabilities

ETHNIC GROUP	1984/85				1985/86				1986/87				1987/88				1988/89			
	Total Special Education		Specific Learning Disability		Total Special Education		Specific Learning Disability		Total Special Education		Specific Learning Disability		Total Special Education		Specific Learning Disability		Total Special Education		Specific Learning Disability	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																				
American Indian	119	14.3	76	9.1	126	14.9	81	9.6	129	15.3	82	9.8	120	13.1	74	8.1	104	12.3	62	7.4
Alaska Native	25	10.9	22	9.6	31	13.1	21	8.9	21	9.5	15	6.8	22	9.4	15	6.4	21	9.4	13	5.8
Native American	3	5.3	1	1.8	6	9.4	3	4.7	11	3.6	5	6.2	10	10.5	4	4.2	19	20.7	6	6.5
Summary	147	13.1	99	8.9	163	14.2	105	9.2	161	14.1	102	8.9	152	12.2	93	7.5	144	12.4	81	7.0
Black	1,538	15.1	968	9.5	1,517	14.9	941	9.3	1,573	15.2	945	9.1	1,417	13.3	814	7.6	1,231	12.3	701	7.0
Chicano/Latino																				
Latino Asian	16	10.3	11	7.1	13	7.1	8	4.3	13	6.5	9	4.5	18	7.3	11	4.5	13	5.4	6	2.5
Latino Black	62	13.9	41	9.2	58	13.2	40	9.1	53	3.3	33	8.3	43	11.9	27	7.5	32	9.8	21	6.4
Latino Indian	73	12.1	50	8.3	64	10.0	40	6.3	74	11.2	50	7.6	59	8.5	38	5.5	69	8.5	45	5.5
Latino White	59	8.2	33	4.6	69	9.2	44	5.9	74	9.1	47	5.8	76	8.4	53	5.8	75	8.3	53	5.9
Summary	210	10.9	135	7.0	204	10.2	132	6.6	214	10.3	139	6.7	196	8.9	129	5.8	189	8.3	125	5.5
Asian																				
Chinese	48	2.3	18	0.9	41	2.0	18	0.9	40	1.0	16	0.8	41	2.0	14	0.7	42	2.1	16	0.8
East Indian	7	3.3	5	2.3	8	3.4	3	1.3	10	4.4	4	1.7	12	4.8	4	1.6	13	5.2	3	1.2
Filipino	62	3.9	34	2.1	66	4.1	32	2.0	61	3.6	25	1.5	53	3.0	18	1.0	60	3.3	26	1.4
Japanese	17	2.6	5	0.8	13	2.1	4	0.6	13	2.2	3	0.5	8	1.4	2	0.4	12	2.1	5	0.9
Korean	9	1.9	5	1.0	8	1.8	4	0.9	14	2.9	6	1.3	13	2.7	5	1.0	10	2.1	5	1.0
Other Asian	9	4.1	8	3.7	16	6.6	13	5.4	12	5.3	8	3.6	12	4.7	8	3.1	15	5.7	10	3.8
Samoan	46	11.8	26	6.7	41	10.6	22	5.7	34	8.8	24	6.2	38	8.5	24	5.3	37	8.8	23	5.5
Other Southeast	58	3.7	24	1.5	54	3.2	22	1.3	61	3.3	20	1.1	50	2.6	14	0.7	55	2.8	22	1.1
Vietnamese	26	2.4	9	0.8	21	1.8	9	0.8	24	2.0	12	1.0	27	2.2	11	0.9	26	2.1	10	0.8
Summary	282	3.4	134	1.6	268	3.2	127	1.5	269	3.1	118	1.4	254	2.8	100	1.1	270	3.0	120	1.3
White																				
Gypsy	2	8.3	2	8.3	2	4.9	2	4.9	3	10.0	3	10.0	1	4.2	1	4.2	1	3.1	1	3.1
White	1,761	8.6	975	4.7	1,744	8.7	907	4.5	1,807	9.2	956	4.8	1,639	8.2	805	4.0	1,531	8.0	719	3.8
Summary	1,763	8.6	977	4.8	1,746	8.7	909	4.5	1,810	9.2	959	4.9	1,640	8.2	806	4.0	1,532	8.0	720	3.8
TOTAL	3,940	9.4	2,313	5.5	3,898	9.4	2,214	5.3	4,027	9.6	2,263	5.4	3,659	8.5	1,942	4.5	3,366	8.1	1,747	4.2

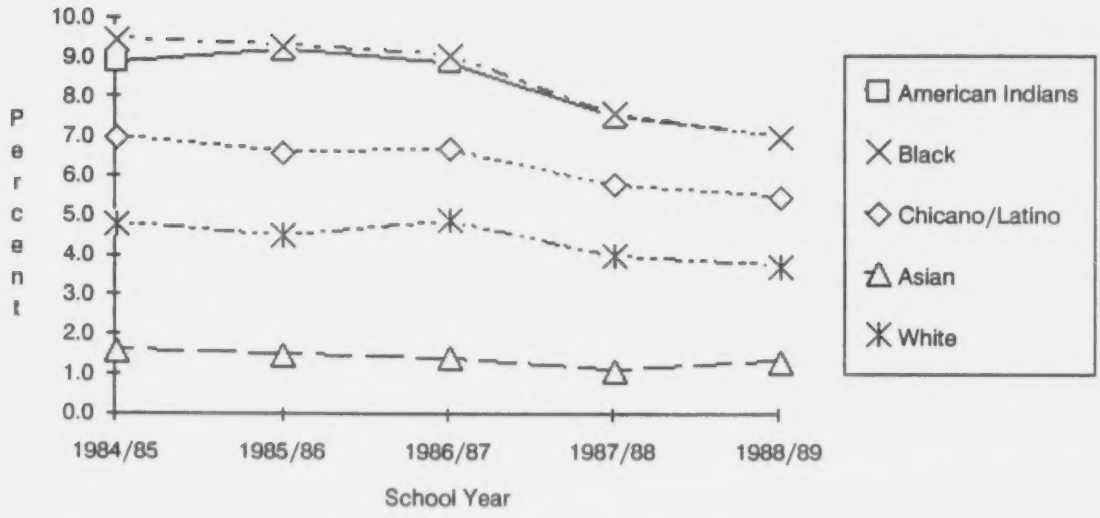
Special Education Students by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



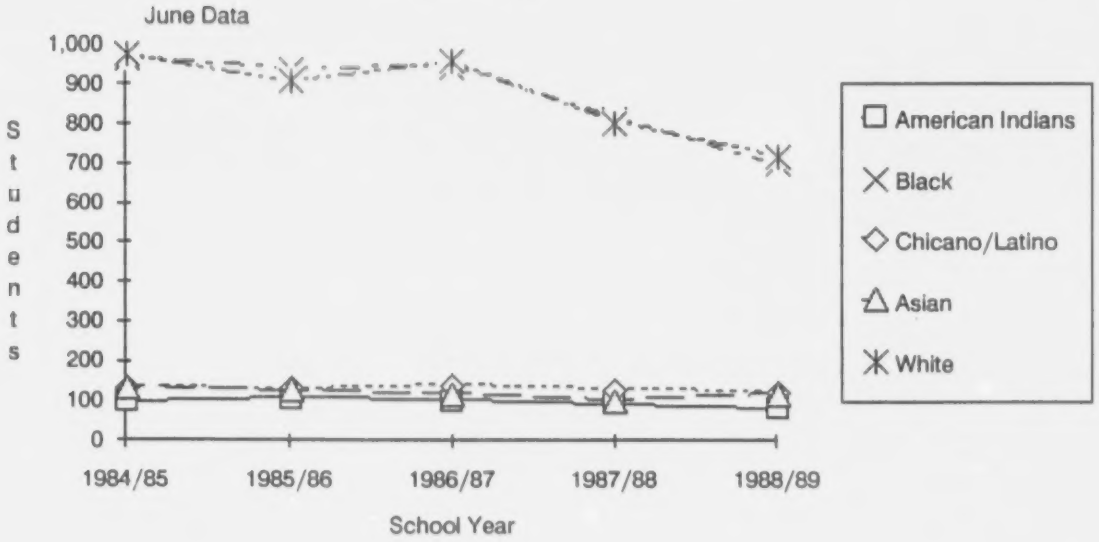
Number of Special Education Students by Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



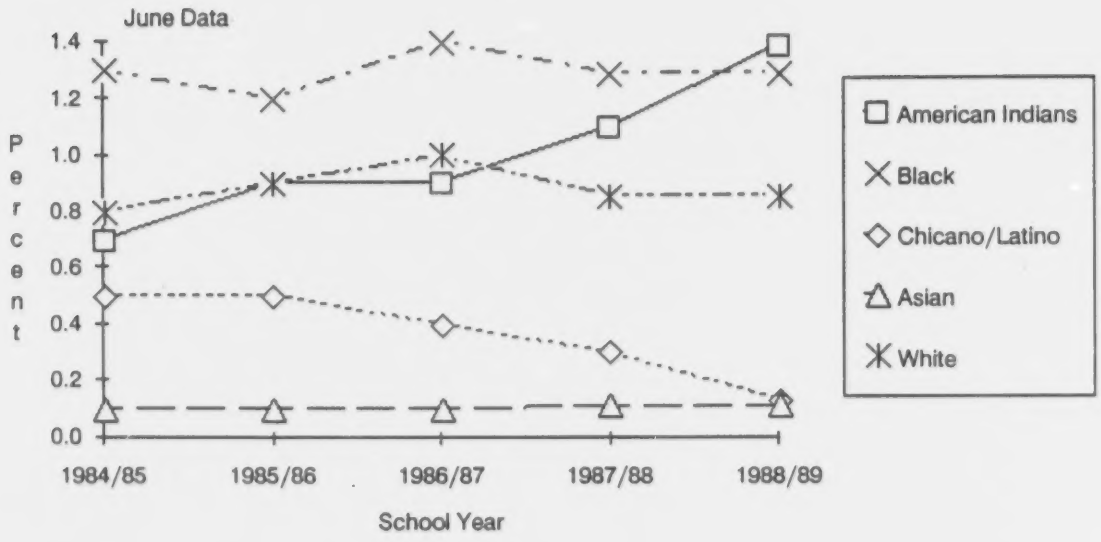
Specific Learning Disability by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



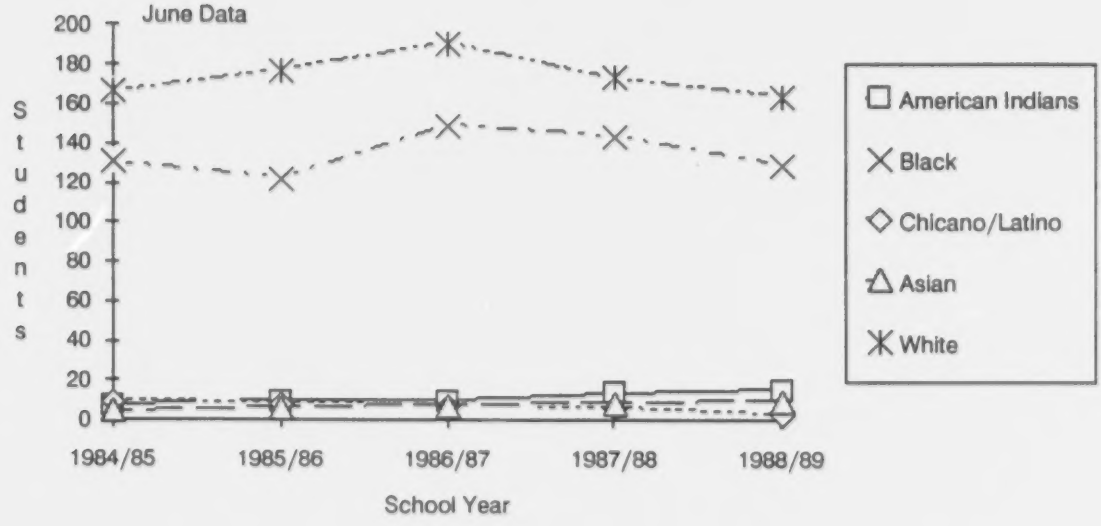
Number of Specific Learning Disabled by Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



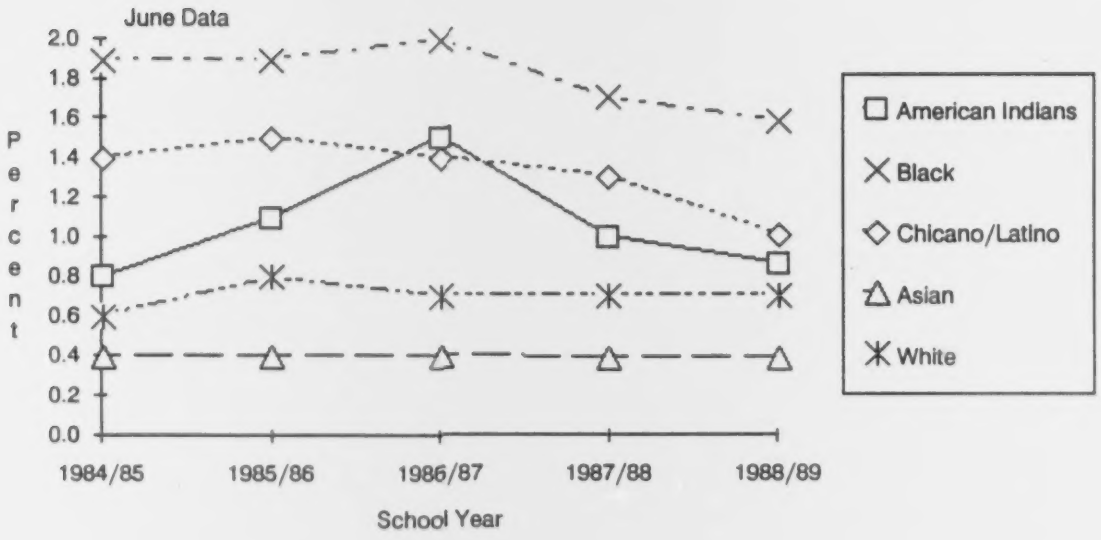
Seriously Behaviorally Disabled by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



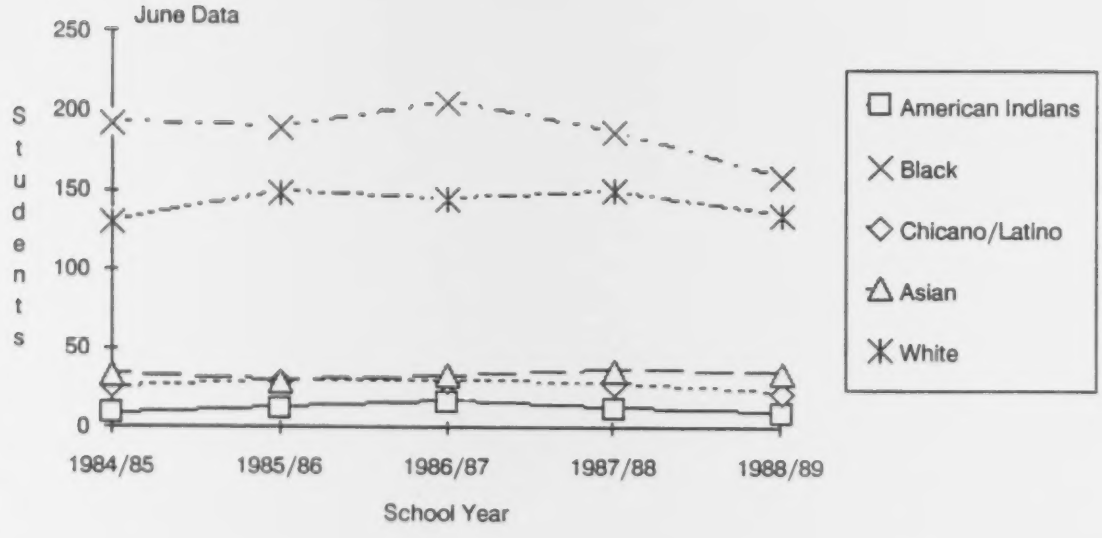
Seriously Behaviorally Disabled by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



Mildly Mentally Retarded by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



Number of Mildly Mentally Retarded by Ethnic Group
District Summary - All Regular and Alternative Schools
1984-85 to 1988-89



STUDENT OUTCOME MEASURES

* Graduates

* Academic Grades
  - Grade Distribution
  - Grade Point Average

* Student Achievement
  - Quartile Distribution
  - Longitudinal Trends
  - Below The 25th Percentile

* Attendance

* Discipline
  - Short-Term Suspensions
  - Long-Term Suspensions
  - Expulsions

* Students Below Grade Level

* Dropouts

GRADUATES

GRADUATES

Definition

This section reports on the number and percentage of high school students who graduate "on or before schedule," for the school years 1982-83 to 1988-89. "On or before schedule" implies that the student graduated within the normal four-year time span allocated for high school completion. The procedure used to count these students was to compare the actual year-of-graduation with the anticipated year-of-graduation. Students who require more than four years to graduate are not counted.

High school students are automatically assigned a year-of-graduation date of four years beyond the year in which they enter ninth grade. For example, a ninth grade student beginning school this past September would have received a year-of-graduation assignment of 1993. In a similar fashion, a student new to the District and entering high school as a sophomore in September would receive a year-of-graduation date of 1992.

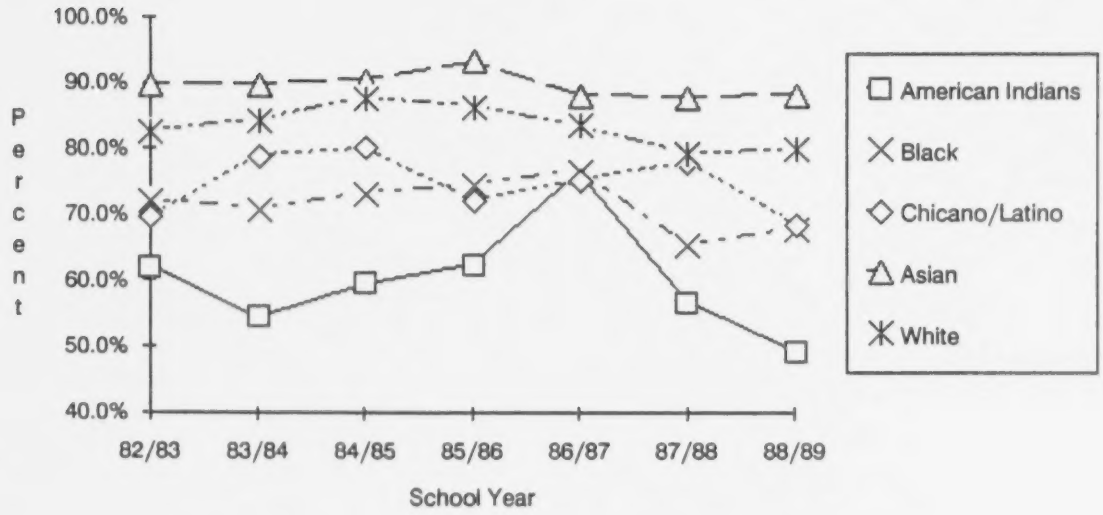
The graduation data reported here is not identical to the total number of all students who graduate in any one school year. In a typical year, some students take an extra semester beyond their assigned year-of-graduation and graduate in January or attend summer school and graduate in August. Students who take more than four years **are not** included in this report. Students who complete graduation requirements earlier than their scheduled year-of-graduation and graduate prior to the rest of their class **are** included in this report.

Results

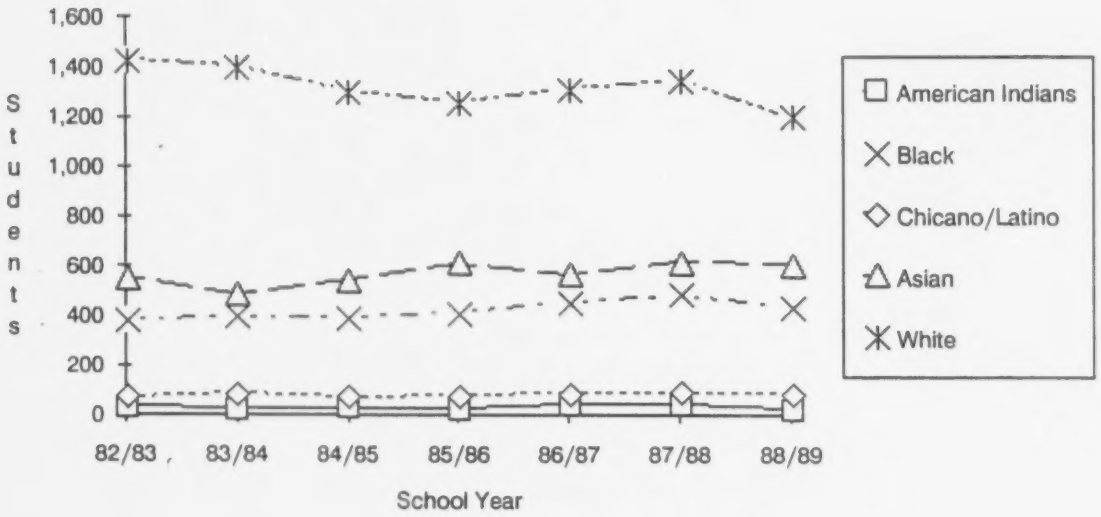
The following chart and table report by ethnic group the number of students who graduated on or before schedule and the number graduated as a percent of all twelfth grade students enrolled for each year. The first chart shows that the rate at which students graduate has increased from 1982/83, 81.5 percent, for two consecutive years and remained at 84.8 percent for two years and then declined for two years. The rate increased slightly to 78.1 percent for the 1988/89 school year.

The graduation rate varies considerably among each ethnic group. Asians students show the highest percentage of graduates for each of the seven years reported; a range of 87.9 to 93.3 percent. The number of White students graduating has fallen from a high of 1,405 in 1982/83 to 1,196 last year, while the graduation rate has varied from a high of 87.7 percent to a low of 79.4 percent. The rate increased slightly to 79.9 percent for the 1988/89 school year. The graduation rates for both the Black and Chicano/Latino ethnic groups remained at nearly the same rate last year; 67.9 and 68.5 percent, respectively. American Indian students reported the lowest graduation rates for six out of the seven years shown. The rate decreased from 56.8 percent in 1987/88 to 49.2 percent for the 1988/89 school year.

Graduates by Percent of Ethnic Group
District Summary - All Regular and Alternative High Schools
1982-83 to 1988-89



Graduates by Ethnic Group
District Summary - All Regular and Alternative High Schools
1982-83 to 1988-89



SISO - December 1989

District Summary
Number and Percent of Graduates by Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians														
American Indian	27	67.5%	22	53.7%	23	62.2%	20	60.6%	35	71.4%	29	50.0%	24	51.1%
Alaska Native	7	50.0%	8	57.1%	7	58.3%	8	66.7%	11	91.7%	10	90.9%	4	50.0%
Native American	2	50.0%	0	–	1	33.3%	2	66.7%	2	100.0%	3	60.0%	2	33.3%
Summary	36	62.1%	30	54.5%	31	59.6%	30	62.5%	48	76.2%	42	56.8%	30	49.2%
Black	386	72.1%	401	70.8%	393	73.3%	417	74.6%	462	76.7%	491	65.5%	440	67.9%
Chicano/Latino														
Latino Asian	3	37.5%	8	100.0%	9	90.0%	7	77.8%	6	66.7%	17	81.0%	9	81.8%
Latino Black	22	71.0%	19	90.5%	23	92.0%	13	76.5%	20	80.0%	16	76.2%	19	70.4%
Latino Indian	18	64.3%	23	76.7%	22	71.0%	26	68.4%	27	73.0%	28	75.7%	20	52.6%
Latino White	33	78.6%	37	72.5%	23	76.7%	32	72.7%	38	76.0%	34	79.1%	39	76.5%
Summary	76	69.7%	87	79.1%	77	80.2%	78	72.2%	91	75.2%	95	77.9%	87	68.5%
Asian														
Chinese	193	93.2%	152	96.8%	168	94.4%	192	96.5%	165	98.2%	186	97.9%	187	95.9%
East Indian	8	100.0%	9	100.0%	5	100.0%	14	87.5%	17	89.5%	11	68.8%	9	100.0%
Filipino	108	93.9%	108	88.5%	105	84.7%	130	95.6%	110	85.3%	118	84.9%	128	85.9%
Japanese	83	95.4%	58	96.7%	57	98.3%	50	94.3%	67	93.1%	56	84.8%	55	94.8%
Korean	28	90.3%	27	93.1%	38	97.4%	40	90.9%	33	84.6%	43	93.5%	40	90.9%
Other Asian	9	81.8%	7	87.5%	7	87.5%	8	80.0%	10	76.9%	13	81.3%	14	70.0%
Samoan	9	56.3%	11	61.1%	14	73.7%	14	73.7%	12	70.6%	9	47.4%	15	71.4%
Other Southeast	26	59.1%	46	75.4%	82	84.5%	80	86.0%	74	83.1%	84	81.6%	76	78.4%
Vietnamese	93	92.1%	72	88.9%	76	92.7%	88	97.8%	84	80.8%	104	90.4%	89	87.3%
Summary	557	89.8%	490	89.9%	552	90.5%	616	93.3%	572	88.0%	624	87.9%	613	88.2%
White														
Gypsy	2	100.0%	0	–	0	–	0	–	0	–	1	100.0%	0	–
White	1,427	82.7%	1,408	84.5%	1,303	87.7%	1,262	86.4%	1,314	83.6%	1,352	79.4%	1,203	79.9%
Summary	1,429	82.7%	1,408	84.5%	1,303	87.7%	1,262	86.4%	1,314	83.6%	1,353	79.4%	1,203	79.9%
TOTAL	2,484	81.5%	2,416	82.1%	2,356	84.8%	2,403	84.8%	2,487	82.7%	2,605	77.6%	2,373	78.1%

NOTE: Graduates include seniors who graduated at the end of their fouth year of high school and other seniors who graduated in less than fours years. Seniors who took more than four years to graduate are not counted in this table.

ACADEMIC GRADES
GRADE DISTRIBUTION

ACADEMIC GRADES
GRADE DISTRIBUTION

Definition

Academic grades are obtained from a central computer grade marking system used to produce report cards. This system receives course grades and academic credits from teachers each quarter for each class in which students are enrolled. Once data are complete for each school, report cards are printed and the file saved for subsequent analysis. All high schools and most middle schools award final grades each semester. Several middle schools use a quarter system and record final grades four times a year. For consistency's sake, all grade data are calculated at the end of a semester with the final grades for the most recent term, quarter or semester class included.

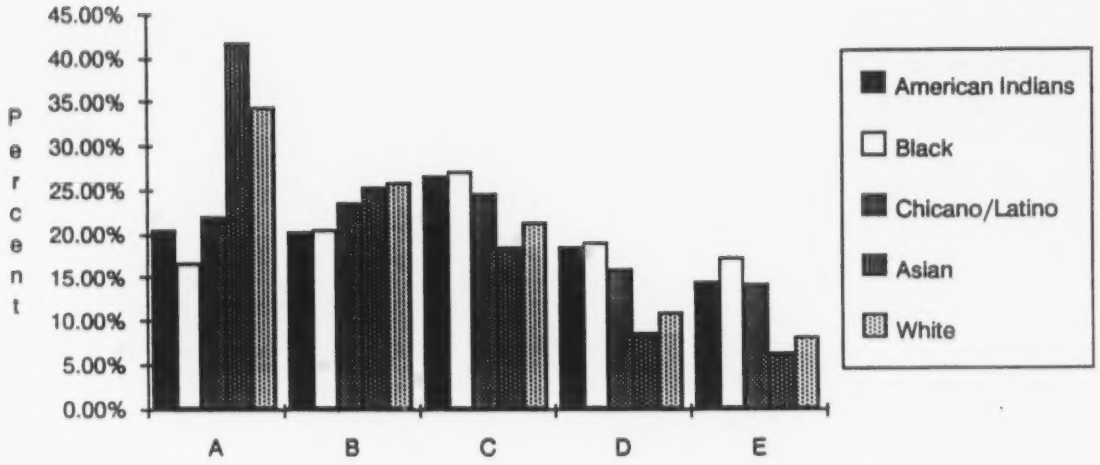
This report examines the distribution of academic grades, A through E, for one semester for each ethnic group. Student grades are shown for only one semester - second semester 1988-89. High school and middle school grades are shown separately. Only one semester is presented here so that the full range of academic grades could be shown for all ethnic groups.

Results

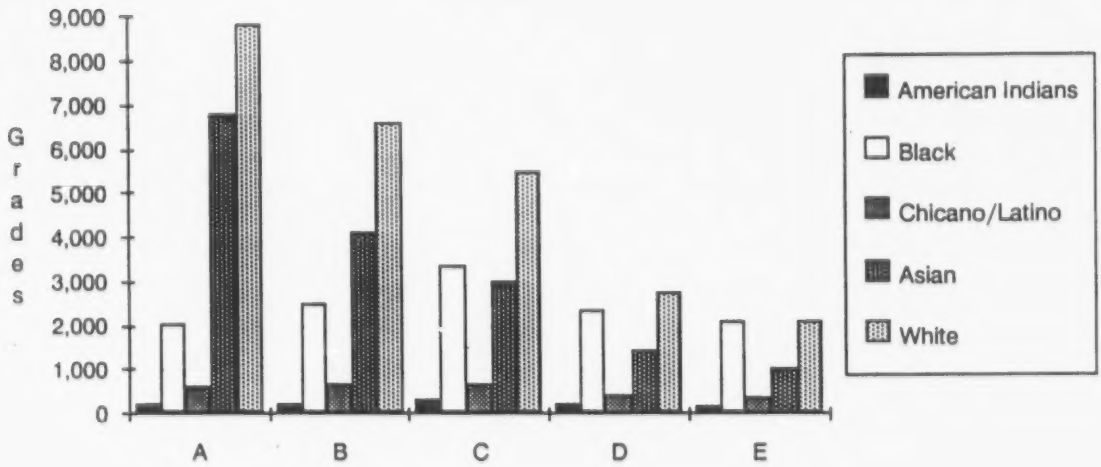
The following tables and graphs show a wide variation in the percent of academic grades awarded within each ethnic group in both high and middle schools. Asian high school students, for example, were awarded a higher percentage of A's than any other ethnic group; 41.6 percent. Conversely, Asian students had the lowest percentage of D's and E's; 8.6 and 6.2 percent, respectively. White students received the largest percentage of B's; 25.7 percent. Black students received the highest percentage of C's, D's, and E's; 27.0, 18.8, and 17.1 percent, respectively. The overall District grade distribution for high school students are: A's 31.8 percent, B's 24.3 percent, C's 21.9 percent, D's 12.2 percent, and E's 9.8 percent.

Similarly, there are large differences between the ethnic groups in the middle school grade distribution. In general, Asians and Whites received higher percentages of A and B grades while other groups, especially Black and Native American students, received a high percentage of D and E grades. The overall District grade distribution for middle school students are: A's 31.9 percent, B's 25.7 percent, C's 22.8 percent, D's 13.3 percent, and E's 6.4 percent.

Percent of Academic Grades Awarded by Ethnic Group
Regular and Alternative High Schools
2nd Semester 1988-89



Academic Grades Awarded by Ethnic Group
Regular and Alternative High Schools
2nd Semester 1988-89



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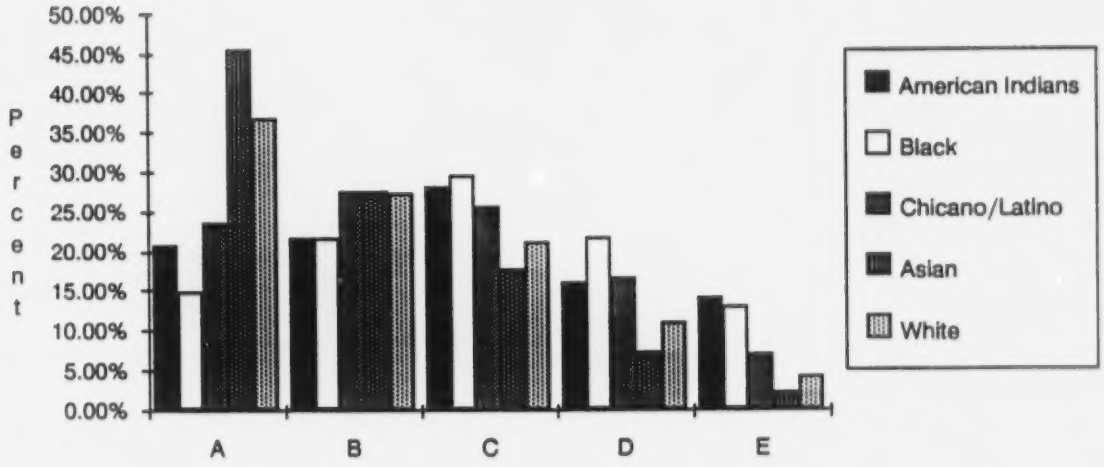
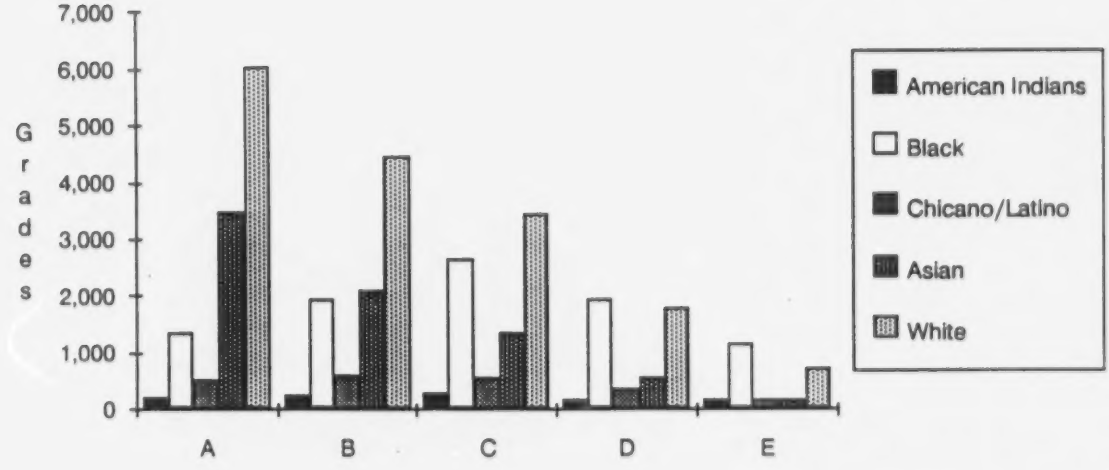
District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative High Schools
2nd Semester 1988-89

ETHNIC GROUP	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	
American Indians											
American Indian	160	21.8%	142	19.3%	187	25.4%	132	18.0%	114	15.5%	735
Alaska Native	43	17.1%	49	19.4%	81	32.1%	50	19.8%	29	11.5%	252
Native American	20	20.2%	27	27.3%	19	19.2%	19	19.2%	14	14.1%	99
Summary	223	20.5%	218	20.1%	287	26.4%	201	18.5%	157	14.5%	1,086
Black	2,055	16.7%	2,511	20.4%	3,331	27.0%	2,314	18.8%	2,104	17.1%	12,315
Chicano/Latino											
Latino Asian	77	26.9%	66	23.1%	60	21.0%	38	13.3%	45	15.7%	286
Latino Black	83	16.7%	117	23.5%	129	25.9%	102	20.5%	67	13.5%	498
Latino Indian	181	20.0%	209	23.0%	226	24.9%	137	15.1%	154	17.0%	907
Latino White	258	25.1%	249	24.2%	253	24.6%	151	14.7%	118	11.5%	1,029
Summary	599	22.0%	641	23.6%	668	24.6%	428	15.7%	384	14.1%	2,720
Asian											
Chinese	2,279	52.2%	1,108	25.4%	625	14.3%	245	5.6%	111	2.5%	4,368
East Indian	140	36.0%	116	29.8%	71	18.3%	38	9.8%	24	6.2%	389
Filipino	1,066	32.6%	768	23.5%	694	21.3%	412	12.6%	325	10.0%	3,265
Japanese	463	47.8%	257	26.5%	157	16.2%	60	6.2%	31	3.2%	968
Korean	441	52.1%	188	22.2%	124	14.6%	50	5.9%	44	5.2%	847
Other Asian	93	26.5%	69	19.7%	73	20.8%	49	14.0%	67	19.1%	351
Samoan	103	19.1%	106	19.7%	114	21.2%	103	19.1%	113	21.0%	539
Other Southeast	906	31.8%	799	28.0%	670	23.5%	275	9.7%	199	7.0%	2,849
Vietnamese	1,307	47.4%	718	26.0%	469	17.0%	170	6.2%	94	3.4%	2,758
Summary	6,798	41.6%	4,129	25.3%	2,997	18.3%	1,402	8.6%	1,008	6.2%	16,334
White											
Gypsy	1	20.0%	3	60.0%	1	20.0%	0	0.0%	0	0.0%	5
White	8,815	34.3%	6,611	25.7%	5,458	21.2%	2,749	10.7%	2,063	8.0%	25,696
Summary	8,816	34.3%	6,614	25.7%	5,459	21.2%	2,749	10.7%	2,063	8.0%	25,701
TOTAL	18,491	31.8%	14,113	24.3%	12,742	21.9%	7,094	12.2%	5,716	9.8%	58,156

Percent of Academic Grades Awarded by Ethnic Group
Regular and Alternative Middle Schools
2nd Semester 1988-89



Academic Grades Awarded by Ethnic Group
Regular and Alternative Middle Schools
2nd Semester 1988-89



District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative Middle Schools
2nd Semester 1988-89

ETHNIC GROUP	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	
American Indians											
American Indian	149	21.0%	149	21.0%	195	27.5%	114	16.1%	103	14.5%	710
Alaska Native	49	21.0%	53	22.7%	69	29.6%	36	15.5%	26	11.2%	233
Native American	20	18.2%	24	21.8%	30	27.3%	19	17.3%	17	15.5%	110
Summary	218	20.7%	226	21.5%	294	27.9%	169	16.0%	146	13.9%	1,053
Black	1,344	14.9%	1,937	21.5%	2,642	29.4%	1,935	21.5%	1,143	12.7%	9,001
Chicano/Latino											
Latino Asian	60	35.9%	59	35.3%	31	18.6%	13	7.8%	4	2.4%	167
Latino Black	48	15.6%	70	22.7%	94	30.5%	71	23.1%	25	8.1%	308
Latino Indian	153	21.2%	179	24.8%	211	29.2%	128	17.7%	51	7.1%	722
Latino White	253	25.8%	289	29.5%	218	22.3%	149	15.2%	70	7.2%	979
Summary	514	23.6%	597	27.4%	554	25.5%	361	16.6%	150	6.9%	2,176
Asian											
Chinese	1,054	63.0%	384	23.0%	180	10.8%	47	2.8%	7	0.4%	1,672
East Indian	102	47.2%	63	29.2%	37	17.1%	12	5.6%	2	0.9%	216
Filipino	660	39.4%	484	28.9%	325	19.4%	165	9.8%	43	2.6%	1,677
Japanese	209	53.0%	108	27.4%	49	12.4%	15	3.8%	13	3.3%	394
Korean	189	48.6%	123	31.6%	58	14.9%	16	4.1%	3	0.8%	389
Other Asian	81	30.2%	73	27.2%	65	24.3%	37	13.8%	12	4.5%	268
Samoan	58	15.2%	66	17.3%	101	26.4%	103	27.0%	54	14.1%	382
Other Southeast	521	34.0%	485	31.7%	365	23.8%	130	8.5%	30	2.0%	1,531
Vietnamese	610	53.1%	320	27.9%	172	15.0%	37	3.2%	9	0.8%	1,148
Summary	3,484	45.4%	2,106	27.4%	1,352	17.6%	562	7.3%	173	2.3%	7,677
White											
Gypsy	0	--	0	--	0	--	0	--	0	--	0
White	6,039	36.8%	4,469	27.2%	3,427	20.9%	1,797	10.9%	696	4.2%	16,428
Summary	6,039	36.8%	4,469	27.2%	3,427	20.9%	1,797	10.9%	696	4.2%	16,428
TOTAL	11,599	31.9%	9,335	25.7%	8,269	22.8%	4,824	13.3%	2,308	6.4%	36,335

ACADEMIC GRADES
GRADE POINT AVERAGE

ACADEMIC GRADES
GRADE POINT AVERAGE

Definition

Academic grades use to compute term grade point averages are obtained from the same central computer grade marking system as used to produce report cards and the preceding Academic Grades - Academic Grade Distribution report and as such have the same limitations and consistencies. All high schools and most middle schools award final grades each semester. Several middle schools use a quarter system and record final grades four times a year. For consistency's sake, all grade data are calculated at the end of a semester with the final grades for the most recent term, quarter or semester class included. Elementary schools and many special programs do not use the central grade marking system and are not included.

Term grade point averages for each student were calculated using a four-point decimal scale without "+" or "-" grades. Student grade point averages were then computed for students in each ethnic group. Grade point averages are shown for each semester from 1954 through the 1988-89 school year. High school and middle school grades are shown separately. Elementary schools and many special programs do not use a central grade marking system and are not included.

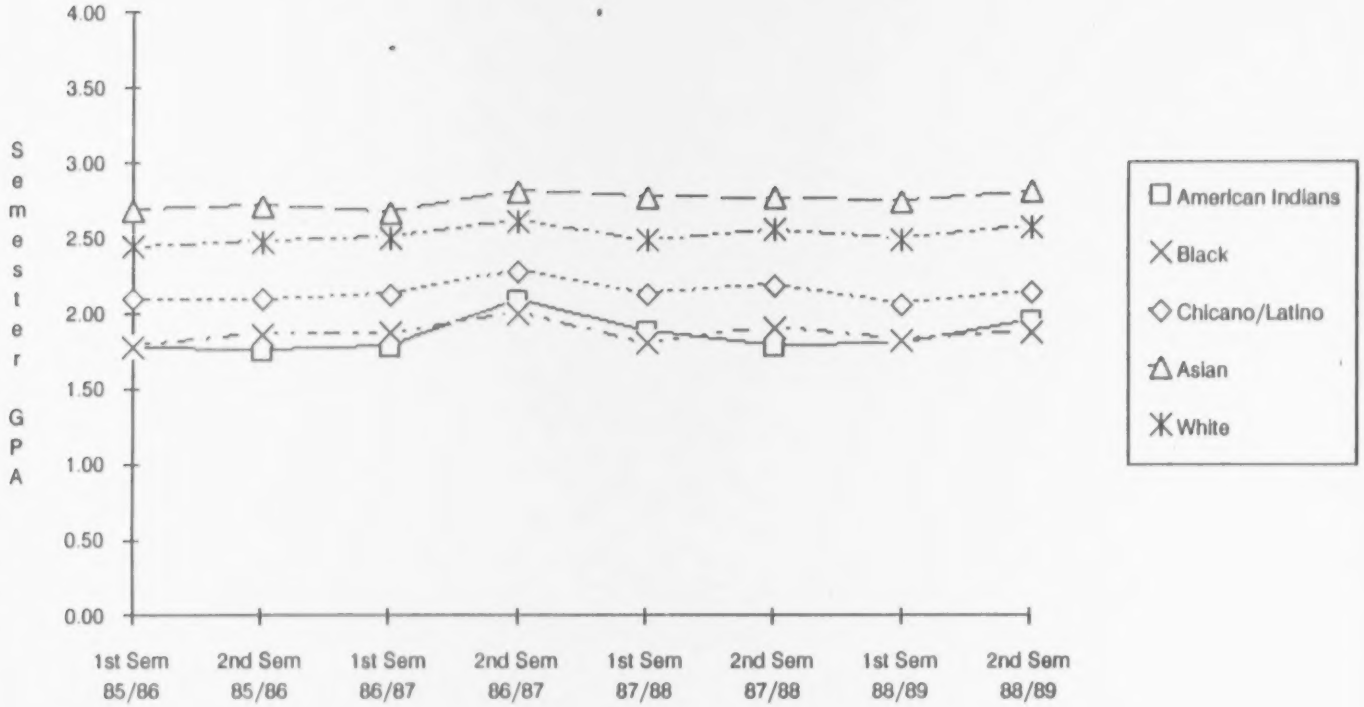
The official record of student grades is the course history summary or the high school transcript. Any changes to course grades, correcting errors, making up incompletes, or adding missing grades might not be reflected on these grade marking files. In previous years, these files were used simply for statistical purposes. In the 1986-87 school year, the system was redesigned so that these grade analysis files are the official record, used for transcripts. For this reason, data reporting will be somewhat more accurate in the future.

Results

The following tables and graphs show a slight change in grade point average in both high school and middle school. The only exceptions to this trend involve very small numbers of students.

There are large differences between the ethnic groups in their overall grade-point averages. In general, Asians and Whites receive higher grades while other groups, especially Black and Native American students, receive lower grades. There is great variation within the Asian groups, with Samoan students receiving much lower grades. There has been little change in this pattern over time.

Trend Analysis of Semester GPAs by Ethnic Group
Regular and Alternative High Schools
1st Semester 1985-86 to 2nd Semester 1988-89



District Summary
Mean Semester GPA of Students by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1985/86				1986/87				1987/88				1988/89			
	1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA
American Indians																
American Indian	214	1.75	193	1.80	201	1.79	122	2.16	208	1.87	179	1.76	174	1.81	150	1.92
Alaska Native	63	1.89	59	1.89	52	1.83	41	2.00	56	2.15	50	1.96	59	1.85	50	1.96
Native American	17	1.67	23	1.12	13	1.64	11	1.76	22	1.37	16	1.53	19	1.63	18	2.21
Summary	294	1.78	275	1.76	266	1.79	174	2.09	286	1.89	245	1.79	252	1.81	218	1.95
Black	3,001	1.79	2,848	1.87	2,829	1.88	2,471	2.01	2,969	1.81	2,704	1.91	2,718	1.83	2,460	1.89
Chicano/Latino																
Latino Asian	54	2.35	53	2.12	57	2.36	55	2.35	63	2.28	63	2.17	62	2.26	53	2.31
Latino Black	118	1.94	114	1.99	112	1.97	104	2.02	114	2.04	103	2.08	108	1.92	95	2.05
Latino Indian	159	1.90	154	1.95	150	2.00	133	2.25	168	2.00	155	2.07	185	1.96	176	2.01
Latino White	173	2.31	166	2.31	177	2.31	168	2.48	197	2.26	190	2.36	209	2.20	194	2.30
Summary	504	2.10	487	2.10	496	2.14	460	2.29	542	2.14	511	2.19	564	2.07	518	2.15
Asian																
Chinese	758	2.98	777	3.05	752	3.02	735	3.16	757	3.12	761	3.12	775	3.11	775	3.16
East Indian	66	2.69	63	2.74	64	2.63	65	2.63	71	2.62	70	2.66	71	2.71	68	2.78
Filipino	546	2.39	550	2.40	547	2.47	522	2.57	573	2.52	561	2.46	620	2.47	600	2.49
Japanese	244	2.95	235	2.90	224	2.95	226	3.00	203	3.06	195	3.10	174	3.03	179	3.04
Korean	160	2.95	162	2.90	142	2.91	146	2.95	157	3.01	154	3.03	153	3.04	153	3.06
Other Asian	63	2.27	64	2.13	71	2.31	60	2.28	76	2.47	69	2.39	64	2.30	66	2.14
Samoan	92	1.74	96	1.83	104	1.79	83	2.15	130	1.94	120	1.83	121	1.73	105	1.79
Other Southeast	426	2.45	450	2.59	507	2.38	459	2.56	505	2.48	485	2.49	541	2.50	513	2.62
Vietnamese	412	2.81	436	2.81	441	2.80	436	2.94	486	2.96	478	2.92	506	2.94	498	3.01
Summary	2,767	2.69	2,833	2.72	2,852	2.68	2,732	2.82	2,958	2.78	2,893	2.77	3,025	2.75	2,957	2.81
White																
Gypsy	0	--	0	--	1	3.50	1	3.17	1	3.33	1	3.27	1	3.67	1	3.00
White	6,501	2.45	6,265	2.48	6,000	2.51	5,733	2.62	5,875	2.49	5,499	2.56	5,179	2.50	4,849	2.58
Summary	6,501	2.45	6,265	2.48	6,001	2.51	5,734	2.62	5,876	2.49	5,500	2.56	5,180	2.50	4,850	2.58
TOTAL	13,067	2.32	12,708	2.36	12,444	2.37	11,571	2.52	12,631	2.37	11,853	2.43	11,739	2.38	11,003	2.46

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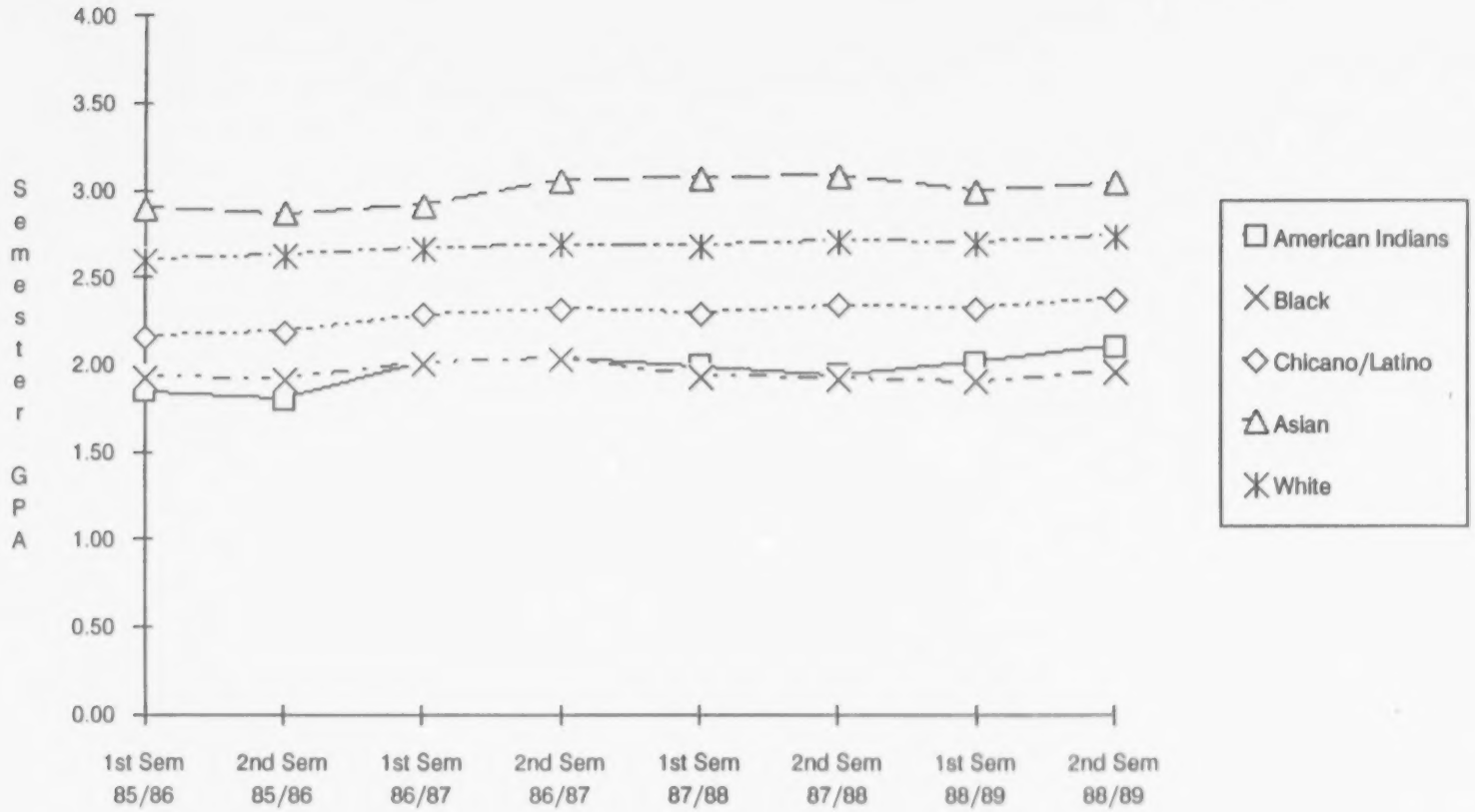
Trend Analysis of Semester GPAs by Ethnic Group
Regular and Alternative Middle Schools
1st Semester 1985-86 to 2nd Semester 1988-89



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District Summary
Mean Semester GPA of Students by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1985/86				1986/87				1987/88				1988/89			
	1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA	Number Students	Mean GPA
American Indians																
American Indian	123	1.86	132	1.73	138	2.02	103	2.03	153	1.98	134	1.91	136	1.91	130	2.07
Alaska Native	36	1.93	36	2.04	41	2.05	35	2.19	35	1.98	34	1.93	48	2.15	41	2.23
Native American	5	1.18	3	2.32	12	1.78	10	1.64	25	2.07	22	2.14	17	2.45	20	2.02
Summary	164	1.85	171	1.80	191	2.01	148	2.04	213	1.99	190	1.94	201	2.01	191	2.10
Black	1,665	1.93	1,654	1.92	1,594	2.01	1,547	2.04	1,676	1.93	1,622	1.92	1,661	1.90	1,631	1.96
Chicano/Latino																
Latino Asian	26	2.28	22	2.43	34	2.66	30	2.82	26	2.78	29	2.81	29	2.85	27	2.96
Latino Black	80	1.97	76	1.92	75	1.96	77	1.91	63	2.00	61	1.98	54	2.02	54	2.05
Latino Indian	82	2.19	85	2.21	103	2.37	103	2.38	109	2.28	103	2.35	116	2.16	124	2.26
Latino White	114	2.27	112	2.30	128	2.32	126	2.39	154	2.36	158	2.38	169	2.45	166	2.47
Summary	302	2.17	295	2.19	340	2.29	336	2.32	352	2.30	351	2.34	368	2.32	371	2.37
Asian																
Chinese	338	3.27	349	3.29	352	3.24	340	3.39	307	3.37	316	3.40	273	3.38	277	3.45
East Indian	41	2.18	44	3.09	42	3.07	42	3.23	35	3.21	35	3.15	35	2.98	38	3.14
Filipino	255	2.72	269	2.66	267	2.80	265	2.86	270	2.88	266	2.87	289	2.85	282	2.88
Japanese	96	3.12	99	3.14	89	3.15	81	3.27	81	3.29	78	3.20	65	3.21	66	3.20
Korean	78	3.18	82	3.23	83	3.20	86	3.22	79	3.30	77	3.29	65	3.09	65	3.23
Other Asian	49	2.33	47	2.32	41	2.36	32	2.41	34	2.61	36	2.71	43	2.83	44	2.70
Samoan	71	1.74	71	1.82	61	1.83	59	2.21	55	2.08	56	2.03	65	1.90	66	1.92
Other Southeast	224	2.71	248	2.52	253	2.62	248	2.80	232	2.85	233	2.93	255	2.81	256	2.84
Vietnamese	164	3.05	186	3.00	191	3.08	189	3.25	175	3.26	179	3.27	169	3.18	188	3.27
Summary	1,316	2.90	1,395	2.87	1,379	2.92	1,342	3.06	1,268	3.07	1,276	3.08	1,259	2.99	1,282	3.04
White																
Gypsy	1	3.67	1	3.83	0	--	0	--	1	1.00	0	--	1	1.40	--	--
White	3,197	2.61	3,177	2.63	2,925	2.67	2,844	2.69	3,016	2.68	2,959	2.71	2,901	2.70	2,845	2.74
Summary	3,198	2.61	3,178	2.63	2,925	2.67	2,844	2.69	3,017	2.68	2,959	2.71	2,902	2.70	2,845	2.74
TOTAL	6,645	2.46	6,693	2.46	6,429	2.52	6,217	2.57	6,526	2.52	6,398	2.54	6,391	2.51	6,320	2.56

SISO - December 1989

STUDENT ACHIEVEMENT
QUARTILE DISTRIBUTION

STUDENT ACHIEVEMENT
QUARTILE DISTRIBUTION

Definition

Each year, the District administers a nationally normed achievement test to all students in grades K through 11. These tests are administered in April and scored by the Testing and Evaluation Office which maintains the results on a central computer system in a common data base with other student and school data. Raw scores are converted to the following derived scores based upon published tables for each grade level: scale scores, grade equivalents, national percentile ranks, stanines, and normal curve equivalents (NCE). The results presented in this report are based upon national percentile ranks.

National percentile ranks enable us to make comparisons between our students and others nationwide. The percentile score for each student actually represents that individual's rank compared to a group of students assembled by the test publisher to be representative of students nationally. A percentile score of 35 indicates that the student scored above 35 percent of the test publisher's national comparison group. A percentile score of 50 is intended to represent average performance for students nationwide at the time a test is published.

More than ten years have passed since the initial publication of the edition of the California Achievement Test (CAT) used by the District prior to 1988. Since that time, student population characteristics have changed and educators have altered the substance of what is taught. In consequence, the percentile scores reported prior to 1988 do not accurately convey the current standing of our students relative to others nationally. For these and other reasons, the District adopted a new edition of the CAT (Form E) which it first administered during April 1988. Because of the lack of comparability between old and new editions of the CAT, we are only reporting data from the more current test.

In this section on quartile distribution, percentile rank scores were grouped into four quartiles. Students scoring below the 25th percentile were grouped in the first quartile; those scoring below 50 but above 25 were in the second quartile; those above 50 but below 75 were in the third quartile; and, those at or above a percentile rank of 75 were grouped in the fourth quartile. Each set of figures on Seattle's students may be compared to the nationally representative group in which 25 percent of students fell in each of the four quartiles. Thus, for example, Seattle demonstrates a higher than national standard of performance when less than 25 percent of our students score in the lowest quartile.

There are three sets of tables and graphs describing the results of the 1989 administration of the CAT, one each for Reading (a composite of vocabulary and comprehensive tests), Language (a composite of language expression and mechanics tests), and Mathematics (a composite of computation and concepts/applications tests) subtests. These basic skill areas are reported because they are central to our academic program.

Each table shows the number and percentage of students scoring in each quartile group and the number tested. Results are reported for each test by grade level for the five major ethnic groups and for all students. All students tested are included in these figures.

For example, the first table shows the results for the Reading test. Kindergarten results are the top line of each ethnic group table. The first two columns "1st Qrt'l" show the number and percent of kindergarten students scoring in the first quartile. There is a table for each of the five major ethnic groups followed by a total for the District.

Each table of quartile distributions is preceded by a graphic display of the number and percentages in each quartile group for the five major ethnic groups. There is a stacked bar chart for each grade level. The stacked bars show the relative percentage of students scoring in each of the quartile groups. Each bar totals to 100 percent of the students tested.

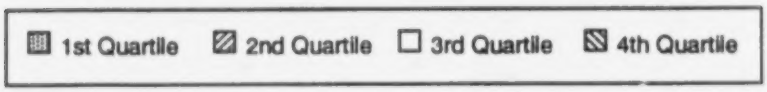
Results

The results vary considerably from ethnic group to ethnic group and grade level to grade level. In the "All Students" summaries, the results of the Reading, Language, and Mathematics tests indicate that Seattle has a smaller percentage of students performing in the lower two quartiles in comparison to the national norm group. This means that Seattle's average performance is higher than that of the national comparison group. Looking across grades, one can see that students scored higher in high school compared to primary and intermediate grades on all three areas tested. This difference is probably a consequence of a higher rate of dropouts among academically less successful high school students. Although differences among ethnic groups can be seen in these tables, these differences are perhaps more readily seen in subsequent tables of achievement trends.

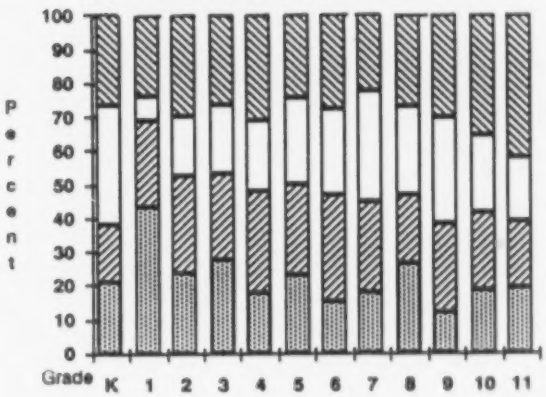
District Summary

All Regular and Alternative Schools

Reading Quartiles - Standarized Test Results -- Spring 1989



American Indian



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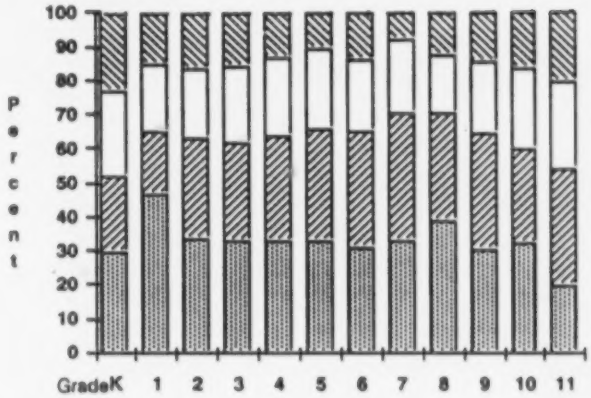
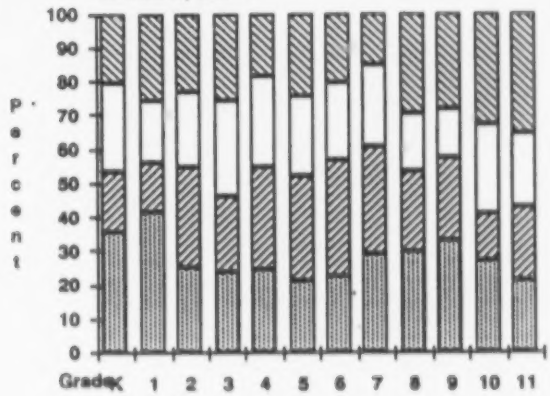
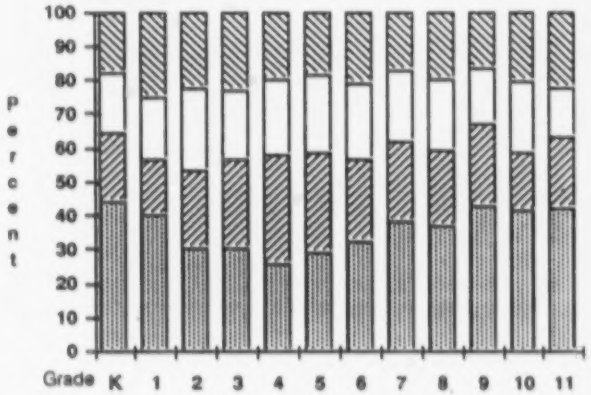


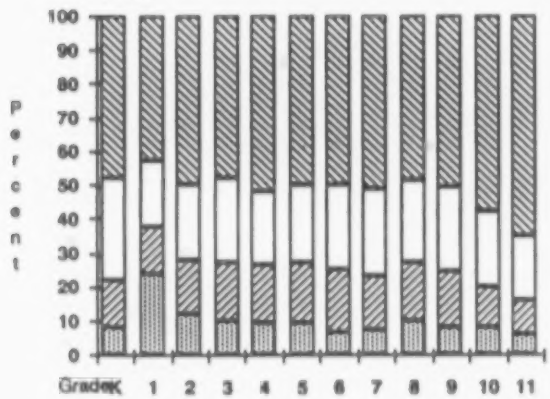
Chicano/Latino



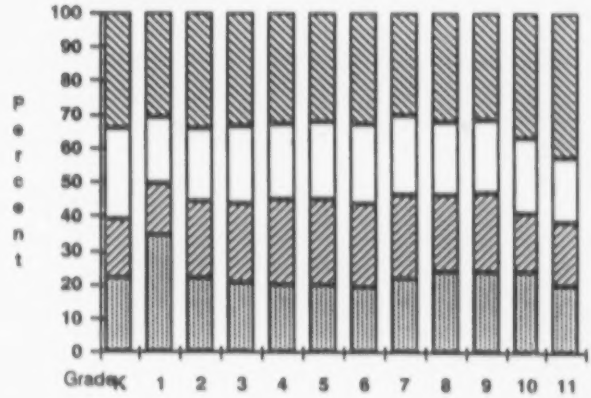
Asian



White



All Students



District Summary
All Regular and Alternative Schools
Reading Quartiles - Standardized Test Results -- Spring 1989

American Indian

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	14	20.6%	12	17.6%	24	35.3%	18	26.5%	68
1	40	43.5%	23	25.0%	7	7.6%	22	23.9%	92
2	24	23.8%	29	28.7%	18	17.8%	30	29.7%	101
3	32	27.4%	30	25.6%	24	20.5%	31	26.5%	117
4	15	17.9%	25	29.8%	18	21.4%	26	31.0%	84
5	23	22.8%	27	26.7%	26	25.7%	25	24.8%	101
6	14	15.1%	29	31.2%	24	25.8%	26	28.0%	93
7	13	17.6%	20	27.0%	24	32.4%	17	23.0%	74
8	19	26.0%	15	20.5%	19	26.0%	20	27.4%	73
9	8	11.6%	18	26.1%	22	31.9%	21	30.4%	69
10	7	17.9%	9	23.1%	9	23.1%	14	35.9%	39
11	5	19.2%	5	19.2%	5	19.2%	11	42.3%	26

Black

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	256	29.6%	190	22.0%	218	25.2%	201	23.2%	865
1	434	46.6%	167	17.9%	189	20.3%	141	15.1%	931
2	303	33.4%	268	29.5%	182	20.1%	154	17.0%	907
3	257	32.4%	233	29.4%	176	22.2%	126	15.9%	792
4	263	32.4%	253	31.2%	184	22.7%	111	13.7%	811
5	224	32.5%	229	33.2%	160	23.2%	76	11.0%	689
6	210	30.5%	239	34.7%	144	20.9%	96	13.9%	689
7	190	32.8%	216	37.2%	127	21.9%	47	8.1%	580
8	215	38.5%	176	31.5%	97	17.4%	71	12.7%	559
9	188	29.9%	215	34.2%	132	21.0%	93	14.8%	628
10	150	32.3%	126	27.1%	111	23.9%	78	16.8%	465
11	66	19.5%	116	34.2%	87	25.7%	70	20.6%	339

Chicano/Latino

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	71	35.1%	37	18.3%	52	25.7%	42	20.8%	202
1	85	41.7%	29	14.2%	37	18.1%	53	26.0%	204
2	48	25.3%	55	28.9%	43	22.6%	44	23.2%	190
3	44	23.4%	43	22.9%	53	28.2%	48	25.5%	188
4	49	24.4%	61	30.3%	53	26.4%	38	18.9%	201
5	34	21.0%	50	30.9%	38	23.5%	40	24.7%	162
6	37	22.2%	57	34.1%	39	23.4%	34	20.4%	167
7	38	29.0%	41	31.3%	32	24.4%	20	15.3%	131
8	45	29.4%	36	23.5%	26	17.0%	46	30.1%	153
9	50	32.7%	37	24.2%	22	14.4%	44	28.8%	153
10	28	26.7%	15	14.3%	27	25.7%	35	33.3%	105
11	19	21.3%	19	21.3%	19	21.3%	32	36.0%	89

Asian

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	318	44.2%	145	20.2%	128	17.8%	128	17.8%	719
1	280	39.9%	114	16.3%	132	18.8%	175	25.0%	701
2	215	30.0%	167	23.3%	173	24.2%	161	22.5%	716
3	212	30.1%	186	26.4%	141	20.0%	165	23.4%	704
4	162	25.8%	200	31.9%	140	22.3%	125	19.9%	627
5	175	29.2%	175	29.2%	139	23.2%	110	18.4%	599
6	187	32.1%	143	24.5%	128	22.0%	125	21.4%	583
7	215	37.9%	137	24.1%	118	20.8%	98	17.3%	568
8	193	36.8%	117	22.3%	110	21.0%	104	19.8%	524
9	323	43.0%	179	23.8%	122	16.2%	127	16.9%	751
10	295	41.5%	121	17.0%	148	20.8%	146	20.6%	710
11	242	42.1%	120	20.9%	85	14.8%	128	22.3%	575

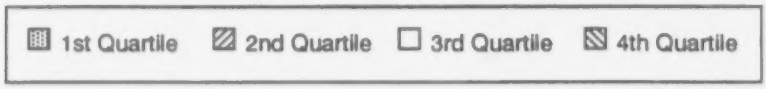
White

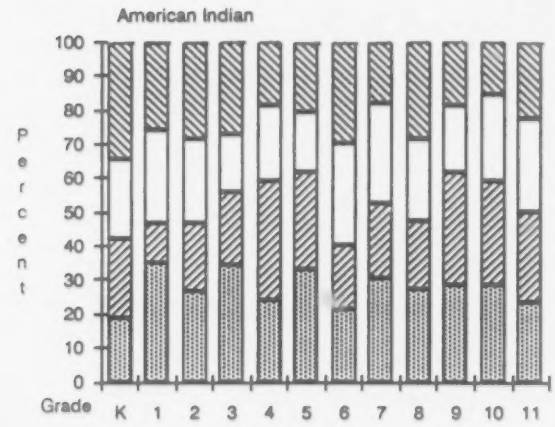
	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	146	8.0%	251	13.7%	556	30.4%	874	47.8%	1,827
1	438	24.1%	246	13.5%	362	19.9%	771	42.4%	1,817
2	207	12.3%	260	15.5%	371	22.1%	842	50.1%	1,680
3	159	10.1%	266	16.9%	391	24.9%	755	48.1%	1,571
4	133	9.6%	230	16.6%	305	22.0%	719	51.8%	1,387
5	123	9.1%	241	17.9%	308	22.8%	678	50.2%	1,350
6	90	6.9%	237	18.1%	329	25.1%	654	49.9%	1,310
7	77	7.2%	174	16.2%	270	25.1%	554	51.5%	1,075
8	118	10.3%	191	16.7%	279	24.4%	555	48.6%	1,143
9	95	7.8%	202	16.7%	304	25.1%	611	50.4%	1,212
10	82	8.1%	118	11.7%	228	22.6%	583	57.7%	1,011
11	55	6.1%	90	10.0%	171	19.0%	582	64.8%	898

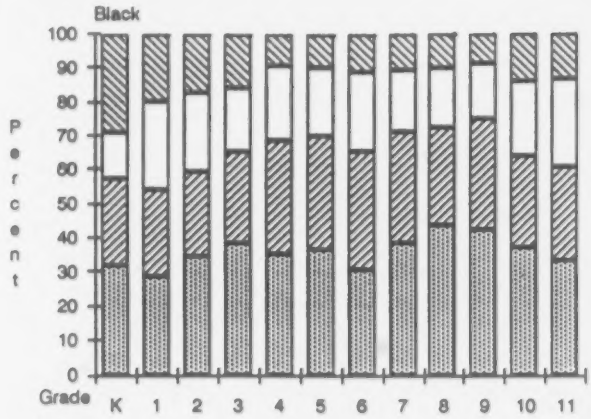
All Students

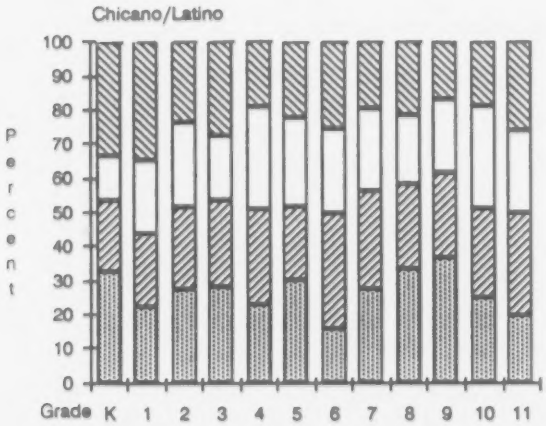
	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	805	21.9%	635	17.3%	978	26.6%	1,263	34.3%	3,681
1	1,277	34.1%	579	15.5%	727	19.4%	1,162	31.0%	3,745
2	797	22.2%	779	21.7%	787	21.9%	1,231	34.3%	3,594
3	704	20.9%	758	22.5%	785	23.3%	1,125	33.4%	3,372
4	622	20.0%	769	24.7%	700	22.5%	1,019	32.8%	3,110
5	579	20.0%	722	24.9%	671	23.1%	929	32.0%	2,901
6	538	18.9%	705	24.8%	664	23.4%	935	32.9%	2,842
7	533	22.0%	588	24.2%	571	23.5%	736	30.3%	2,428
8	590	24.1%	535	21.8%	531	21.7%	796	32.5%	2,452
9	664	23.6%	651	23.1%	602	21.4%	896	31.9%	2,813
10	562	24.1%	389	16.7%	523	22.4%	856	36.7%	2,330
11	387	20.1%	350	18.2%	367	19.0%	823	42.7%	1,927

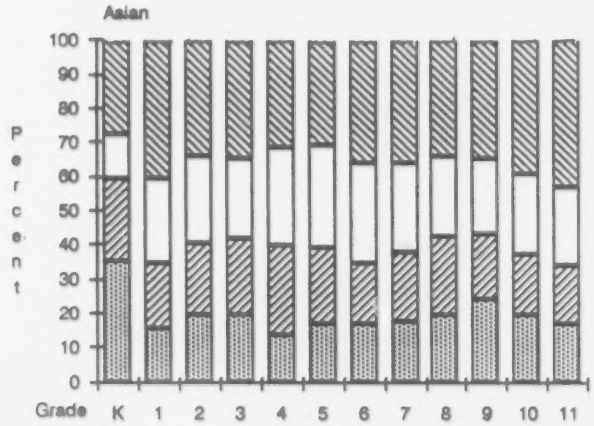
District Summary
All Regular and Alternative Schools
Math Quartiles - Standarized Test Results – Spring 1989

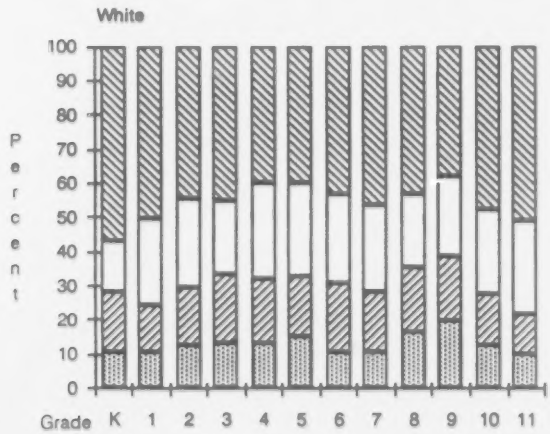


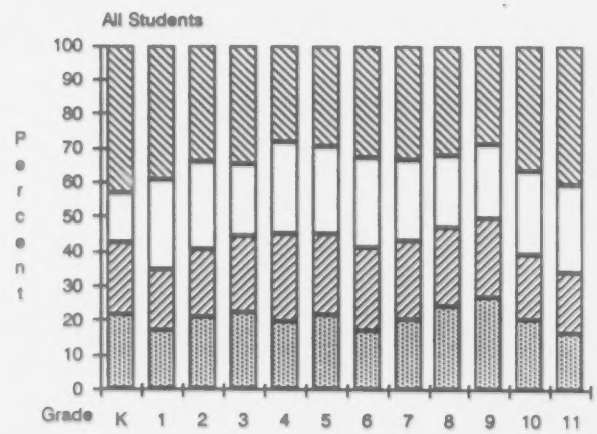












SISO - December 1989

District Summary
All Regular and Alternative Schools
Math Quartiles - Standardized Test Results -- Spring 1989

American Indian

Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	13	18.8%	16	23.2%	16	23.2%	24	34.8%	69
1	33	34.7%	11	11.6%	26	27.4%	25	26.3%	95
2	27	26.7%	20	19.8%	25	24.8%	29	28.7%	101
3	40	34.2%	25	21.4%	20	17.1%	32	27.4%	117
4	20	23.5%	30	35.3%	19	22.4%	16	18.8%	85
5	33	32.7%	29	28.7%	18	17.8%	21	20.8%	101
6	19	21.1%	17	18.9%	27	30.0%	27	30.0%	90
7	22	30.6%	16	22.2%	21	29.2%	13	18.1%	72
8	19	27.1%	14	20.0%	17	24.3%	20	28.6%	70
9	20	28.6%	23	32.9%	14	20.0%	13	18.6%	70
10	11	28.2%	12	30.8%	10	25.6%	6	15.4%	39
11	6	23.1%	7	26.9%	7	26.9%	6	23.1%	26

Black

Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	274	31.8%	217	25.2%	118	13.7%	253	29.4%	862
1	264	28.5%	232	25.0%	243	26.2%	188	20.3%	927
2	312	34.3%	225	24.7%	213	23.4%	160	17.6%	910
3	302	38.3%	209	26.5%	151	19.2%	126	16.0%	788
4	282	34.6%	272	33.4%	179	22.0%	81	10.0%	814
5	252	36.4%	228	32.9%	139	20.1%	74	10.7%	693
6	208	30.5%	233	34.2%	160	23.5%	80	11.7%	681
7	220	38.0%	190	32.8%	106	18.3%	63	10.9%	579
8	236	43.2%	159	29.1%	94	17.2%	57	10.4%	546
9	269	42.2%	206	32.3%	103	16.2%	59	9.3%	637
10	171	36.9%	125	26.9%	103	22.2%	65	14.0%	464
11	112	32.9%	93	27.4%	88	25.9%	47	13.8%	340

Chicano/Latino

Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	65	32.3%	42	20.9%	26	12.9%	68	33.8%	201
1	46	22.0%	45	21.5%	45	21.5%	73	34.9%	209
2	52	27.4%	46	24.2%	47	24.7%	45	23.7%	190
3	52	28.1%	46	24.9%	36	19.5%	51	27.6%	185
4	45	22.7%	55	27.8%	60	30.3%	38	19.2%	198
5	49	29.9%	35	21.3%	43	26.2%	37	22.6%	164
6	25	15.4%	55	34.0%	40	24.7%	42	25.9%	162
7	36	27.5%	37	28.2%	32	24.4%	26	19.8%	131
8	52	33.1%	39	24.8%	31	19.7%	35	22.3%	157
9	55	36.2%	38	25.0%	33	21.7%	26	17.1%	152
10	27	24.8%	28	25.7%	33	30.3%	21	19.3%	109
11	17	19.5%	26	29.9%	21	24.1%	23	26.4%	87

Asian

Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	253	35.2%	173	24.1%	94	13.1%	199	27.7%	719
1	107	15.3%	133	19.0%	175	25.0%	284	40.6%	699
2	140	19.4%	151	20.9%	181	25.1%	249	34.5%	721
3	135	19.1%	159	22.6%	162	23.0%	249	35.3%	705
4	87	13.8%	163	25.8%	181	28.6%	201	31.8%	632
5	100	16.6%	137	22.7%	180	29.8%	187	31.0%	604
6	99	16.6%	107	18.0%	173	29.1%	216	36.3%	595
7	101	17.7%	114	19.9%	148	25.9%	209	36.5%	572
8	102	19.3%	121	22.9%	125	23.6%	181	34.2%	529
9	182	23.7%	147	19.1%	172	22.4%	268	34.9%	769
10	136	19.1%	128	18.0%	167	23.4%	282	39.6%	713
11	96	16.7%	99	17.2%	132	22.9%	249	43.2%	576

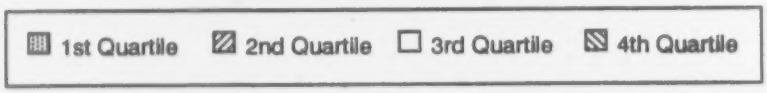
White

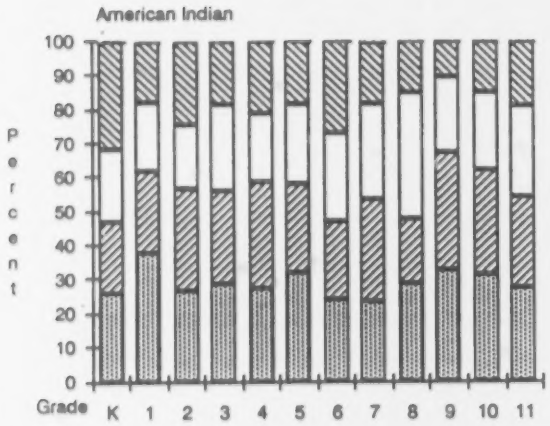
Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	191	10.5%	324	17.8%	271	14.8%	1,039	56.9%	1,825
1	187	10.2%	251	13.8%	469	25.7%	918	50.3%	1,825
2	209	12.4%	285	17.0%	441	26.2%	746	44.4%	1,681
3	209	13.3%	314	20.0%	335	21.4%	710	45.3%	1,568
4	181	13.0%	259	18.7%	395	28.5%	553	39.8%	1,388
5	199	14.8%	244	18.1%	364	27.0%	540	40.1%	1,347
6	135	10.3%	266	20.4%	338	25.9%	567	43.4%	1,306
7	114	10.7%	188	17.7%	270	25.4%	493	46.3%	1,065
8	184	16.1%	219	19.2%	247	21.6%	491	43.0%	1,141
9	239	19.8%	228	18.8%	285	23.6%	458	37.9%	1,210
10	125	12.4%	149	14.8%	253	25.0%	483	47.8%	1,010
11	85	9.5%	108	12.1%	245	27.4%	457	51.1%	895

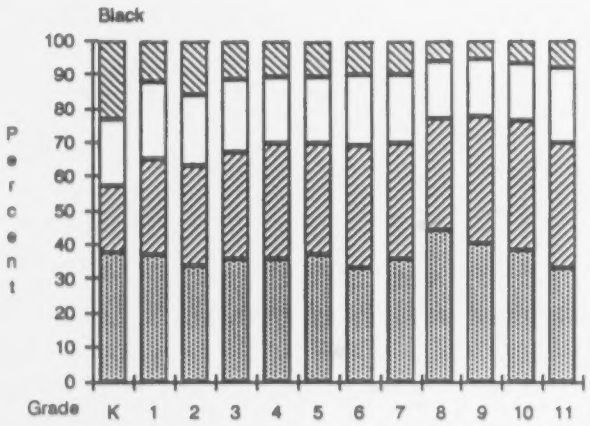
All Students

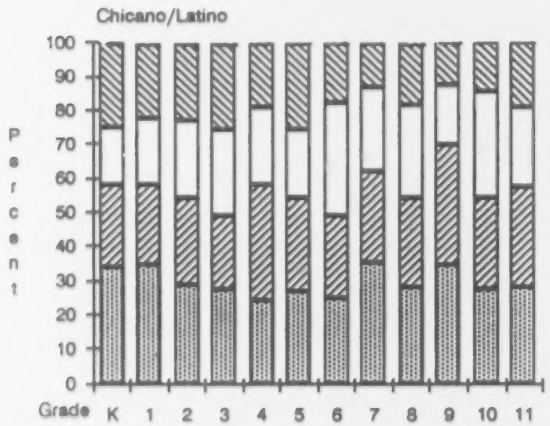
Grade	1st Qrt'l N	1st Qrt'l %	2nd Qrt'l N	2nd Qrt'l %	3rd Qrt'l N	3rd Qrt'l %	4th Qrt'l N	4th Qrt'l %	Total
K	796	21.7%	772	21.0%	525	14.3%	1,583	43.1%	3,676
1	637	17.0%	672	17.9%	958	25.5%	1,488	39.6%	3,755
2	740	20.5%	727	20.2%	907	25.2%	1,229	34.1%	3,603
3	738	21.9%	753	22.4%	704	20.9%	1,168	34.7%	3,363
4	615	19.7%	779	25.0%	834	26.8%	889	28.5%	3,117
5	633	21.8%	673	23.1%	744	25.6%	859	29.5%	2,909
6	486	17.1%	678	23.9%	738	26.0%	932	32.9%	2,834
7	493	20.4%	545	22.5%	577	23.9%	804	33.2%	2,419
8	593	24.3%	552	22.6%	514	21.0%	784	32.1%	2,443
9	765	27.0%	642	22.6%	607	21.4%	824	29.0%	2,838
10	470	20.1%	442	18.9%	566	24.2%	857	36.7%	2,335
11	316	16.4%	333	17.3%	493	25.6%	782	40.6%	1,924

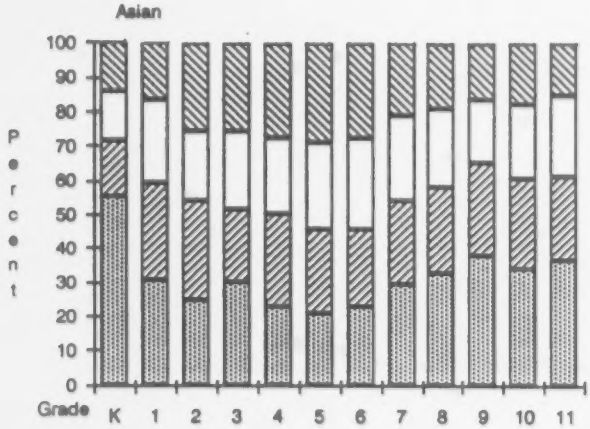
District Summary
All Regular and Alternative Schools
Language Quartiles - Standarized Test Results -- Spring 1989

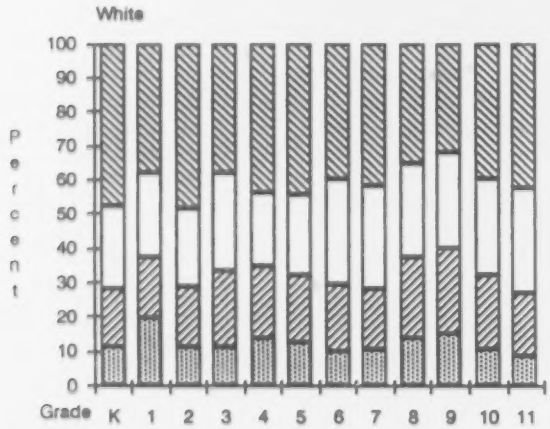


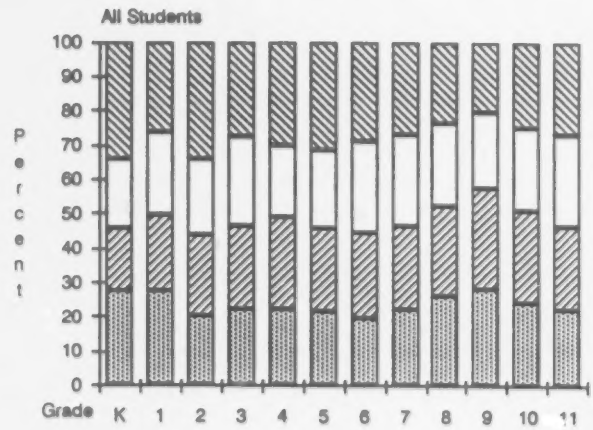












District Summary
All Regular and Alternative Schools
Language Quartiles - Standardized Test Results -- Spring 1989

American Indian

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	18	26.1%	14	20.3%	15	21.7%	22	31.9%	69
1	35	37.6%	22	23.7%	19	20.4%	17	18.3%	93
2	26	26.5%	29	29.6%	19	19.4%	24	24.5%	98
3	33	28.4%	32	27.6%	29	25.0%	22	19.0%	116
4	23	27.4%	26	31.0%	17	20.2%	18	21.4%	84
5	32	31.7%	26	25.7%	24	23.8%	19	18.8%	101
6	22	23.9%	21	22.8%	24	26.1%	25	27.2%	92
7	17	23.3%	22	30.1%	20	27.4%	14	19.2%	73
8	20	28.6%	13	18.6%	26	37.1%	11	15.7%	70
9	23	31.9%	25	34.7%	16	22.2%	8	11.1%	72
10	12	30.8%	12	30.8%	9	23.1%	6	15.4%	39
11	7	26.9%	7	26.9%	7	26.9%	5	19.2%	26

Black

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	322	37.3%	169	19.6%	170	19.7%	202	23.4%	863
1	339	36.6%	260	28.1%	215	23.2%	112	12.1%	926
2	288	33.3%	257	29.7%	182	21.0%	138	16.0%	865
3	281	35.7%	245	31.1%	170	21.6%	92	11.7%	788
4	285	35.6%	273	34.1%	155	19.4%	88	11.0%	801
5	251	36.7%	222	32.5%	136	19.9%	75	11.0%	684
6	228	33.0%	247	35.8%	145	21.0%	70	10.1%	690
7	201	35.2%	194	34.0%	116	20.3%	60	10.5%	571
8	241	44.3%	176	32.4%	90	16.5%	37	6.8%	544
9	255	39.8%	239	37.3%	110	17.2%	37	5.8%	641
10	176	37.9%	175	37.7%	81	17.5%	32	6.9%	464
11	112	32.8%	125	36.7%	75	22.0%	29	8.5%	341

Chicano/Latino

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	68	33.5%	50	24.6%	34	16.7%	51	25.1%	203
1	71	34.6%	48	23.4%	40	19.5%	46	22.4%	205
2	50	28.2%	46	26.0%	40	22.6%	41	23.2%	177
3	51	27.1%	40	21.3%	48	25.5%	49	26.1%	188
4	47	23.7%	67	33.8%	46	23.2%	38	19.2%	198
5	43	26.5%	44	27.2%	33	20.4%	42	25.9%	162
6	40	24.4%	40	24.4%	54	32.9%	30	18.3%	164
7	47	34.8%	36	26.7%	34	25.2%	18	13.3%	135
8	42	28.0%	39	26.0%	41	27.3%	28	18.7%	150
9	53	34.6%	53	34.6%	27	17.6%	20	13.1%	153
10	29	27.1%	29	27.1%	33	30.8%	16	15.0%	107
11	25	28.1%	26	29.2%	21	23.6%	17	19.1%	89

Asian

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	399	55.5%	113	15.7%	104	14.5%	103	14.3%	719
1	210	30.2%	200	28.8%	168	24.2%	117	16.8%	695
2	152	24.6%	180	29.2%	125	20.3%	160	25.9%	617
3	209	29.6%	153	21.7%	162	23.0%	181	25.7%	705
4	140	22.4%	171	27.4%	141	22.6%	173	27.7%	625
5	122	20.4%	151	25.3%	150	25.1%	175	29.3%	598
6	131	22.6%	134	23.1%	152	26.3%	162	28.0%	579
7	167	29.2%	142	24.8%	140	24.5%	123	21.5%	572
8	170	32.6%	133	25.5%	119	22.8%	100	19.2%	522
9	288	37.7%	207	27.1%	142	18.6%	126	16.5%	763
10	238	33.5%	193	27.2%	149	21.0%	130	18.3%	710
11	210	36.4%	142	24.6%	134	23.2%	91	15.8%	577

White

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	204	11.2%	309	17.0%	434	23.8%	875	48.0%	1,822
1	356	19.6%	316	17.4%	448	24.7%	694	38.3%	1,814
2	183	11.0%	288	17.4%	384	23.1%	804	48.5%	1,659
3	174	11.1%	347	22.1%	452	28.8%	596	38.0%	1,569
4	187	13.5%	287	20.8%	298	21.5%	611	44.2%	1,383
5	168	12.5%	265	19.7%	310	23.0%	603	44.8%	1,346
6	128	9.8%	260	19.9%	396	30.3%	525	40.1%	1,309
7	109	10.3%	186	17.5%	323	30.4%	444	41.8%	1,062
8	157	14.0%	258	23.0%	311	27.7%	398	35.4%	1,124
9	179	14.7%	303	24.9%	344	28.3%	389	32.0%	1,215
10	105	10.3%	218	21.5%	288	28.4%	404	39.8%	1,015
11	79	8.8%	160	17.8%	277	30.9%	381	42.5%	897

All Students

	1st Qrt'l		2nd Qrt'l		3rd Qrt'l		4th Qrt'l		
Grade	N	%	N	%	N	%	N	%	Total
K	1,011	27.5%	655	17.8%	757	20.6%	1,253	34.1%	3,676
1	1,011	27.1%	846	22.7%	890	23.8%	986	26.4%	3,733
2	699	20.5%	800	23.4%	750	22.0%	1,167	34.2%	3,416
3	748	22.2%	817	24.3%	861	25.6%	940	27.9%	3,366
4	682	22.1%	824	26.7%	657	21.3%	928	30.0%	3,091
5	616	21.3%	708	24.5%	653	22.6%	914	31.6%	2,891
6	549	19.4%	702	24.8%	771	27.2%	812	28.7%	2,834
7	541	22.4%	580	24.0%	633	26.2%	659	27.3%	2,413
8	630	26.1%	619	25.7%	587	24.4%	574	23.8%	2,410
9	798	28.1%	827	29.1%	639	22.5%	580	20.4%	2,844
10	560	24.0%	627	26.9%	560	24.0%	588	25.2%	2,335
11	433	22.4%	460	23.8%	514	26.6%	523	27.1%	1,930

STUDENT ACHIEVEMENT
LONGITUDINAL TRENDS

STUDENT ACHIEVEMENT
LONGITUDINAL TRENDS

Definition

In addition to using standardized test information to compare our students to students nationwide, the District also uses test data to consider changes our students have made from year to year. This latter, longitudinal comparison best addresses the Superintendent's priorities for school year 1988-1989 to raise achievement and to decrease the disparity in achievement between majority and minority students.

The longitudinal trends charts and tables presented on the following pages compare the performance of the same group of students tested in spring 1988 and in spring 1989. To construct this comparison, it is necessary to restrict the groups of students included to those having test scores from both 1988 and 1989. In our charts, a further restriction was also applied which excluded extreme scoring groups of students likely to have unreliable scores (e.g., students receiving special education or bilingual services, or students participating in the Accelerated Performance Program).

Longitudinal charts and tables have been constructed for three grade groupings which reflect current District grade configurations. The elementary data summarizes 1989's second through fifth graders in contrast to their performance in 1988 as first through fourth graders. Middle school data compares the 1989 sixth through eighth grades against their performance in fifth through seventh grades in 1988. High school results contrast ninth through eleventh grades in 1989 against the same students' performance in 1988 as eighth through tenth graders.

District and ethnic group summaries are provided to jointly address the Superintendent's priorities. Movement in the desired direction is signified by a decrease in the percentage of students scoring in the lower quartiles in 1989 in contrast to their performance in 1988. Tables adjacent to each quartile chart indicate numerically the percentages graphed in the charts. (For a more complete description of the meaning of quartiles, please refer to the section of this report entitled, "Student Achievement Quartile Distribution".)

Results

At the elementary level, there were small but encouraging trends in reading and language arts achievement. In both areas, decreasing percentages of students scored in the lower two quartiles in 1989 in comparison to their performance in 1988. This District-wide trend is echoed in the performance of students in each ethnic group summarized. This encouraging trend is not evident in the elementary math summary, on which overall District results are equivalent across 1988 and 1989. Inspection of the ethnic group performance in mathematics indicates that only the Asian group reversed a pattern common to the other four groups of slight increases of students scoring in the lower quartiles.

At the middle school level for the District, achievement changes were minimal and mixed. For reading overall, there was no shift in the percent of students scoring in the lower two quartiles. Among ethnic groups, Asian scores improved, Black, Chicano/Latino, and American Indian scores declined, and White performance was equivalent. In the language arts area, there was an overall slight decrease in performance which was evident among all ethnic groups. In mathematics, the trend for the District is slightly positive. Inspection of the ethnic group breakdown indicates, however, that gains made by Asian and White students were offset by declines in performance among Black, Chicano/Latino, and American Indian students.

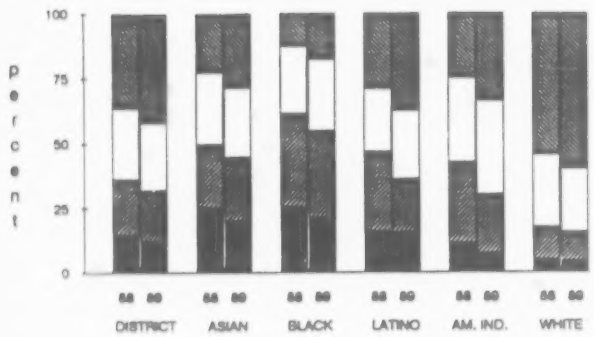
At the high school level, achievement trends are positive in all subject areas for all ethnic groups. Strongest gains were posted in reading, followed by smaller and equivalent positive shifts in language arts and mathematics.

In summary, the longitudinal trend data reveal strongest gains at the high school level, followed by more modest gains at the elementary level, and minimal, mixed change at middle school. On the issue of improved outcomes for minority students, it should be noted that there were positive shifts in achievement scores for all ethnic minorities at elementary and high school. Asian students made gains in all areas surveyed except language arts at middle school. Black, Chicano/Latino, and American Indian students made gains in all subject areas at high school, and in reading and language arts at the elementary level; however, their performance declined in all basic skills areas at the middle school level.

Longitudinal Trends in Achievement
High School Level: 1988 to 1989*

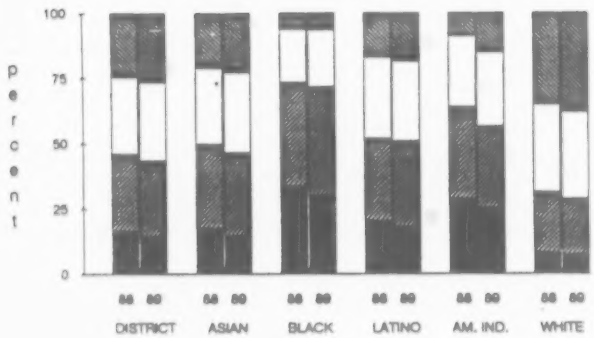
4th Quartile | 3rd Quartile | 2nd Quartile | 1st Quartile

READING



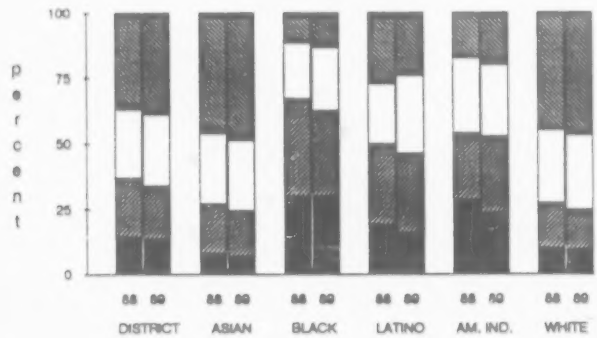
Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	11%	8%	31%	23%	33%	36%	25%	34%	80
Asian	25%	20%	24%	24%	28%	27%	23%	29%	1168
Black	26%	22%	36%	33%	26%	28%	13%	18%	981
Latino	16%	16%	30%	20%	24%	27%	29%	37%	217
White	5%	4%	13%	11%	28%	25%	55%	60%	2290
District	15%	12%	21%	20%	27%	26%	36%	42%	4736

LANGUAGE



Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	29%	25%	35%	31%	28%	29%	9%	15%	80
Asian	18%	15%	32%	31%	29%	31%	21%	23%	1168
Black	34%	30%	39%	41%	21%	22%	6%	6%	981
Latino	20%	18%	31%	33%	31%	31%	17%	18%	217
White	8%	7%	23%	21%	34%	33%	35%	38%	2290
District	17%	15%	29%	29%	30%	30%	25%	26%	4736

MATHEMATICS



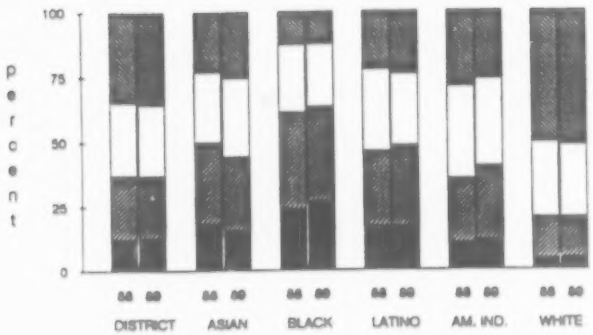
Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	29%	24%	25%	29%	29%	28%	18%	20%	80
Asian	8%	7%	19%	18%	27%	27%	46%	49%	1168
Black	30%	30%	37%	32%	21%	24%	12%	13%	981
Latino	19%	16%	30%	30%	23%	30%	27%	24%	217
White	10%	10%	17%	15%	28%	28%	45%	47%	2290
District	14%	14%	22%	20%	26%	27%	37%	39%	4736

* Charts and tables compare the same group of students tested in 1989 as 9th - 11th graders against their performance in 1988 as 8th - 10th graders.

Longitudinal Trends in Achievement
Middle School Level: 1988 to 1989*

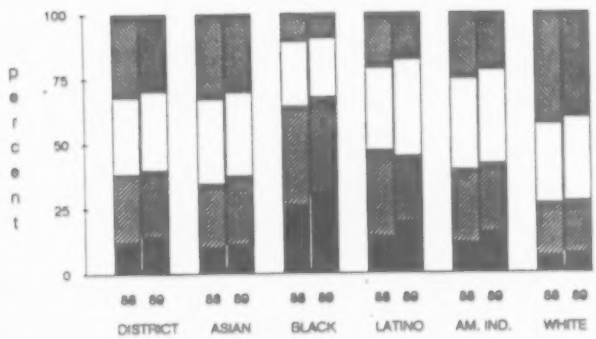
4th Quartile 3rd Quartile 2nd Quartile 1st Quartile

READING



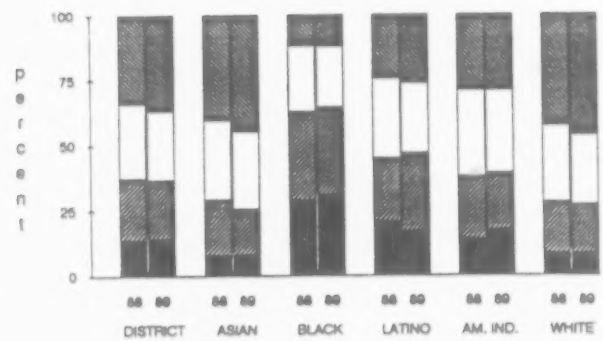
Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	10%	12%	25%	28%	36%	34%	29%	26%	173
Asian	18%	16%	31%	28%	28%	31%	23%	25%	1030
Black	24%	27%	37%	36%	26%	24%	13%	13%	1225
Latino	17%	17%	29%	31%	32%	28%	22%	24%	290
White	4%	4%	16%	16%	29%	28%	51%	52%	2666
District	12%	13%	25%	24%	29%	28%	35%	35%	5384

LANGUAGE



Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	12%	16%	28%	26%	35%	36%	25%	22%	173
Asian	10%	11%	24%	26%	33%	32%	33%	30%	1030
Black	26%	31%	38%	36%	25%	23%	11%	10%	1225
Latino	14%	20%	33%	25%	32%	38%	21%	18%	290
White	6%	7%	20%	20%	31%	32%	43%	40%	2666
District	12%	14%	26%	25%	30%	31%	32%	30%	5384

MATHEMATICS



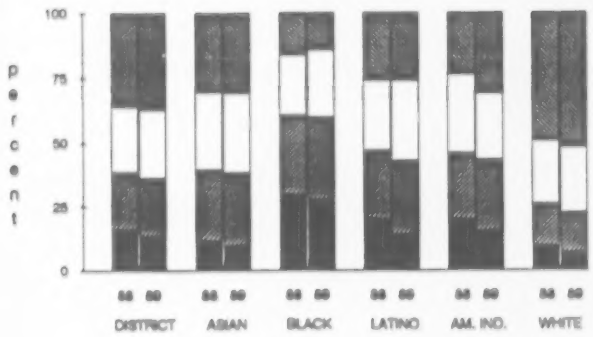
Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	14%	17%	24%	21%	34%	32%	29%	29%	173
Asian	8%	8%	21%	17%	31%	30%	40%	45%	1030
Black	29%	31%	34%	34%	26%	24%	12%	12%	1225
Latino	21%	17%	24%	30%	31%	27%	24%	26%	290
White	8%	8%	19%	18%	30%	27%	43%	46%	2666
District	14%	14%	23%	22%	29%	27%	34%	37%	5384

* Charts and tables compare the same group of students tested in 1989 as 6th - 8th graders against their performance in 1988 as 5th - 7th graders.

Longitudinal Trends in Achievement
Elementary Level: 1988 to 1989*

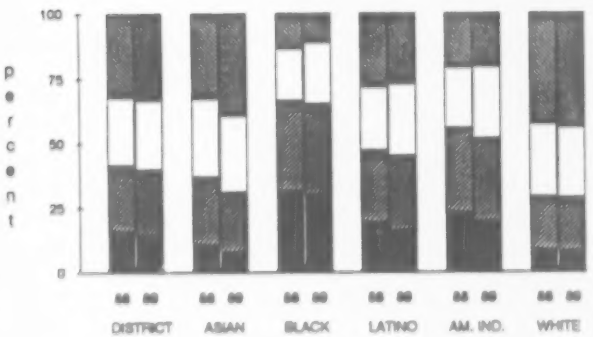
4th Quartile | 3rd Quartile | 2nd Quartile | 1st Quartile

READING



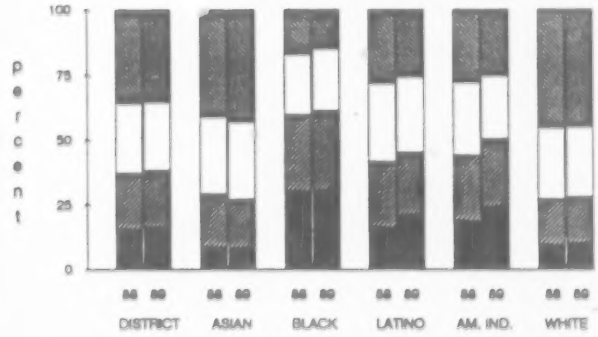
Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	20%	15%	26%	28%	31%	26%	24%	31%	271
Asian	12%	10%	28%	28%	30%	31%	30%	31%	1321
Black	30%	28%	31%	32%	23%	26%	16%	14%	2292
Latino	20%	14%	27%	28%	27%	31%	26%	26%	453
White	10%	7%	16%	15%	25%	26%	49%	52%	4439
District	16%	13%	22%	23%	26%	27%	36%	37%	8776

LANGUAGE



Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	23%	20%	32%	32%	23%	28%	21%	20%	201
Asian	11%	8%	26%	23%	30%	30%	33%	39%	1087
Black	32%	30%	35%	35%	20%	24%	14%	11%	1623
Latino	20%	16%	28%	29%	24%	28%	28%	27%	348
White	9%	8%	20%	20%	28%	27%	43%	44%	3204
District	16%	15%	26%	25%	26%	27%	32%	33%	6463

MATHEMATHICS



Ethnic Group	1st Qrt'l '88	1st Qrt'l '89	2nd Qrt'l '88	2nd Qrt'l '89	3rd Qrt'l '88	3rd Qrt'l '89	4th Qrt'l '88	4th Qrt'l '89	Total
Am. Ind.	19%	24%	25%	26%	28%	25%	28%	25%	271
Asian	9%	9%	20%	18%	30%	30%	41%	43%	1321
Black	30%	31%	29%	30%	23%	24%	17%	15%	2292
Latino	16%	21%	25%	24%	30%	29%	28%	26%	453
White	10%	10%	17%	18%	28%	27%	45%	45%	4439
District	16%	16%	22%	22%	27%	27%	36%	35%	8776

* Charts and tables compare the same group of students tested in 1989 as 2nd - 5th graders against their performance in 1988 as 1st - 4th graders.

STUDENT ACHIEVEMENT
BELOW THE 25th PERCENTILE

STUDENT ACHIEVEMENT
BELOW THE 25th PERCENTILE

Definition

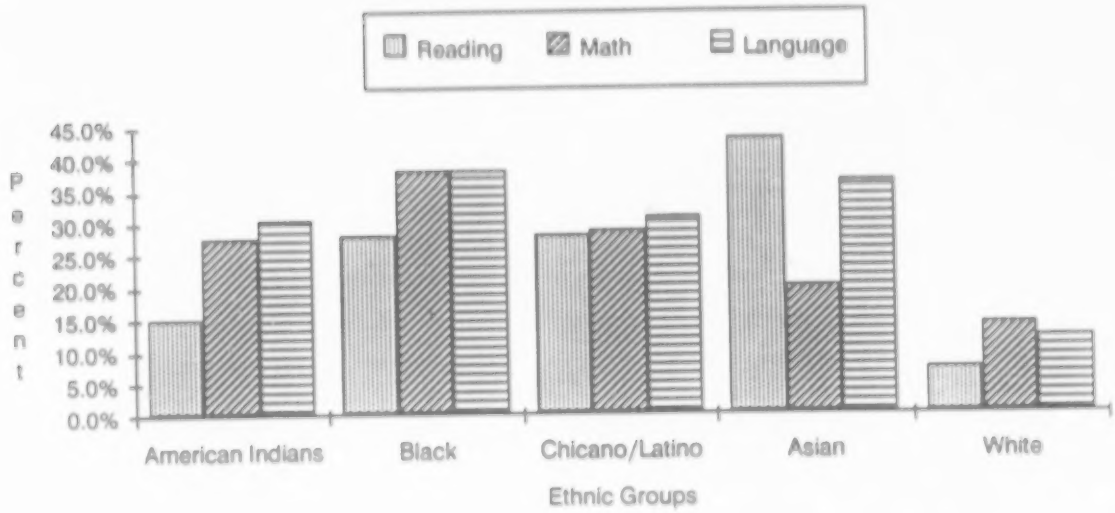
District test results by school level and ethnic group are shown in a series of tables and graphs of the number and percent of students scoring below the 25th percentile. This percentile value is used as a boundary to distinguish students considered at-risk. Students scoring below the 25th percentile on the version of the California Achievement Test (CAT) currently used by the District (1985 norms) are considered at-risk.

Data are presented by school level for reading, math and language tests, with tables of the number and percentage of students scoring below the 25th percentile for last year and graphic trends for the five major ethnic groups. The lower graph shows the number of students and the upper graph shows the percentage of students. In all cases, grade levels are combined within high schools, middle schools, and elementary schools. Only students who have been tested are included in this presentation. Twelfth grade students do not take the CAT.

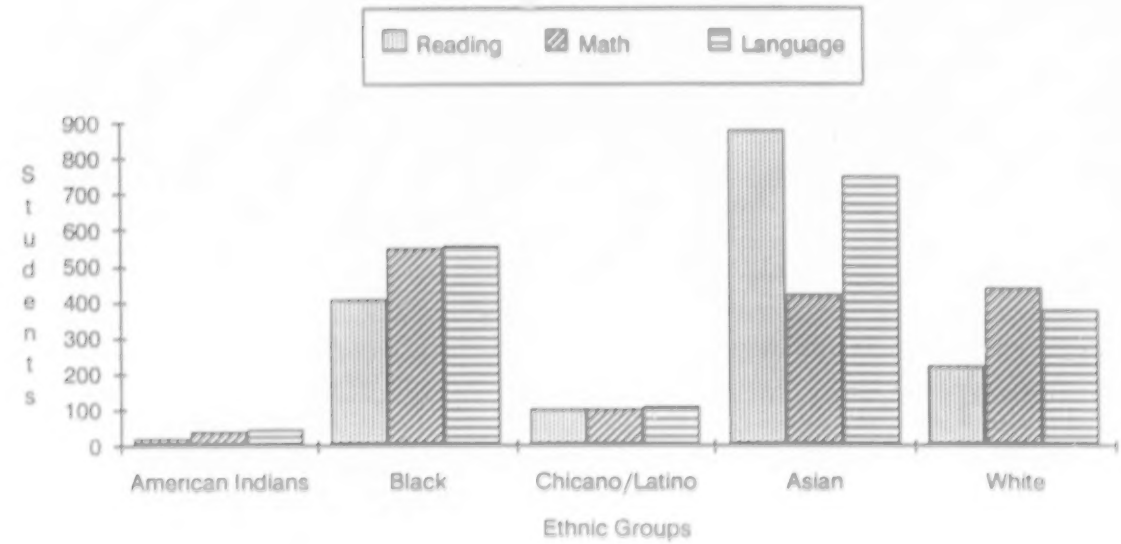
Results

In comparison to the White population, substantially higher percentages of ethnic minority students are found scoring below the 25th percentile. For instance, in the most recent test results, from 30 percent to 40 percent of all Blacks tested fell in the at-risk group, in contrast to 8 percent to 25 percent of Whites. Chicano/Latino, American Indian, and Asian students likewise generally show higher at-risk percentages, although there is considerable variability among the subgroups of each major group.

Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results -- Spring 1989



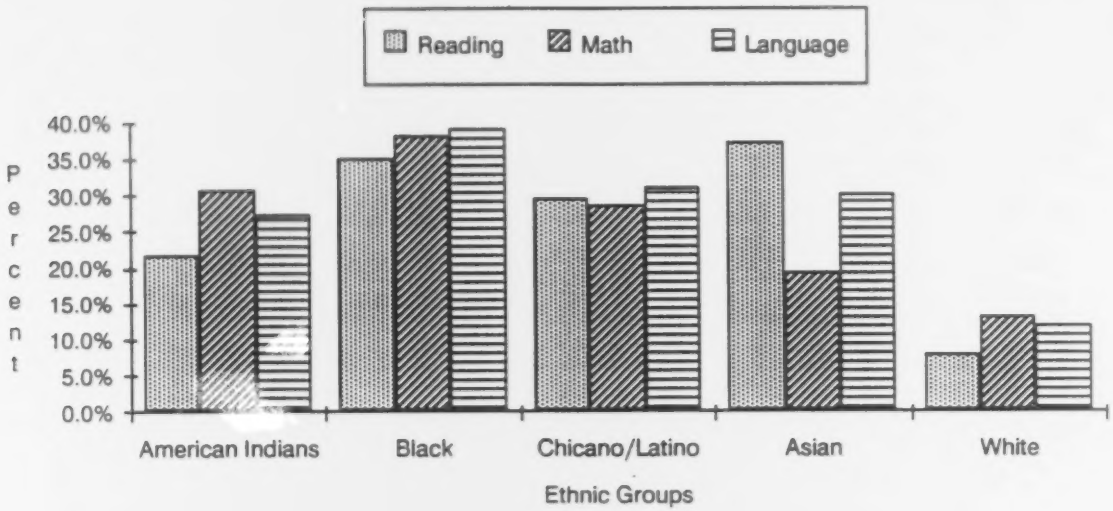
Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results -- Spring 1989



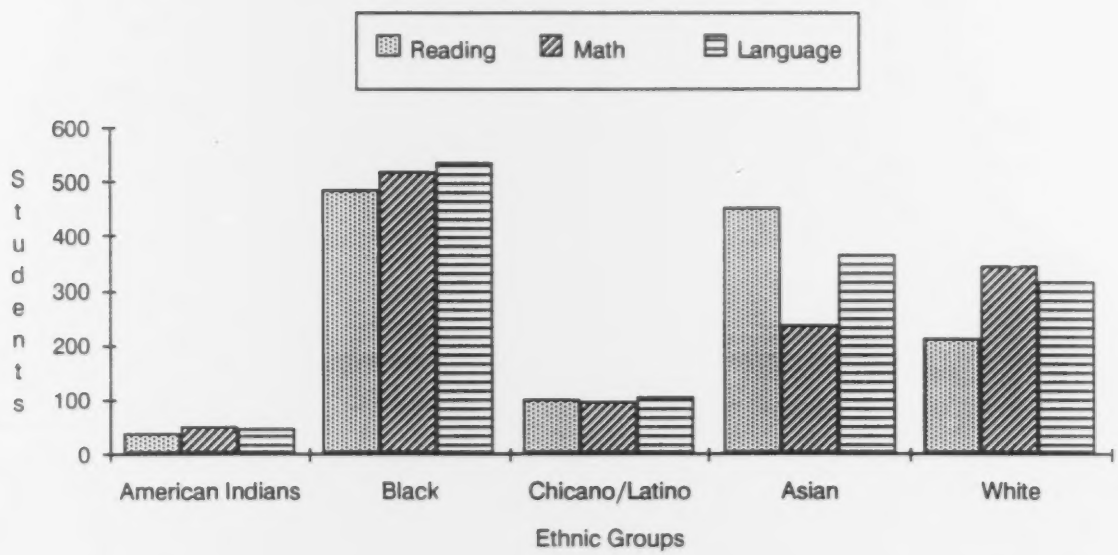
All Regular and Alternative High Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1989

ETHNIC GROUP	Reading			Mathematics			Language		
	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below
American Indians									
American Indian	84	16	19.0%	84	26	31.0%	87	29	33.0%
Alaska Native	39	3	8.0%	39	7	18.0%	39	9	23.0%
Native American	11	1	9.0%	12	4	33.0%	11	4	36.0%
Summary	134	20	15.0%	135	37	27.4%	137	42	30.4%
Black	1,434	402	28.0%	1,443	548	38.0%	1,448	550	38.0%
Chicano/Latino									
Latino Asian	39	12	31.0%	38	9	24.0%	39	13	33.0%
Latino Black	58	19	33.0%	59	26	44.0%	60	26	43.0%
Latino Indian	119	36	30.0%	119	35	29.0%	119	37	31.0%
Latino White	132	30	23.0%	133	31	23.0%	132	32	24.0%
Summary	348	97	28.0%	349	100	28.7%	350	107	30.6%
Asian									
Chinese	537	193	36.0%	546	27	5.0%	539	135	25.0%
East Indian	53	11	21.0%	53	7	13.0%	53	9	17.0%
Filipino	407	102	25.0%	409	90	22.0%	409	106	26.0%
Japanese	109	13	12.0%	109	4	4.0%	109	14	13.0%
Korean	106	28	26.0%	108	4	4.0%	106	22	21.0%
Other Asian	37	8	22.0%	37	8	22.0%	37	6	16.0%
Samoan	72	50	69.0%	73	36	49.0%	73	41	56.0%
Other Southeast	383	287	75.0%	385	185	48.0%	385	266	69.0%
Vietnamese	348	184	53.0%	354	53	15.0%	355	146	41.0%
Summary	2,052	876	42.7%	2,074	415	20.0%	2,066	745	36.0%
White									
Gypsy	1	0	0.0%	1	0	0.0%	1	0	0.0%
White	3,122	219	7.0%	3,116	436	14.0%	3,128	375	12.0%
Summary	3,123	219	7.0%	3,117	436	14.0%	3,129	375	12.0%
TOTAL	7,091	1,614	22.8%	7,118	1,536	21.6%	7,130	1,819	25.5%

Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle Schools
Standardized Test Results -- Spring 1989



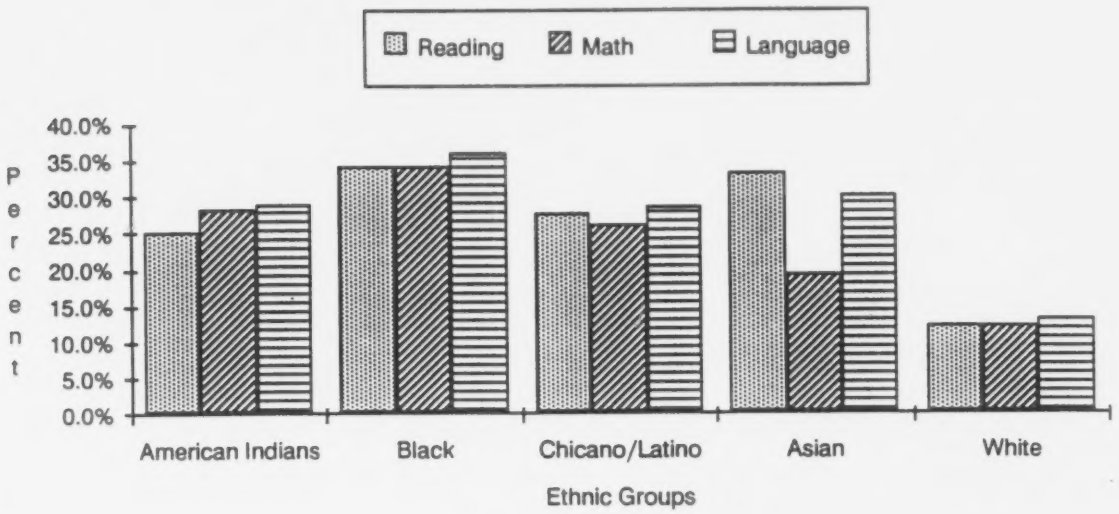
Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle Schools
Standardized Test Results -- Spring 1989



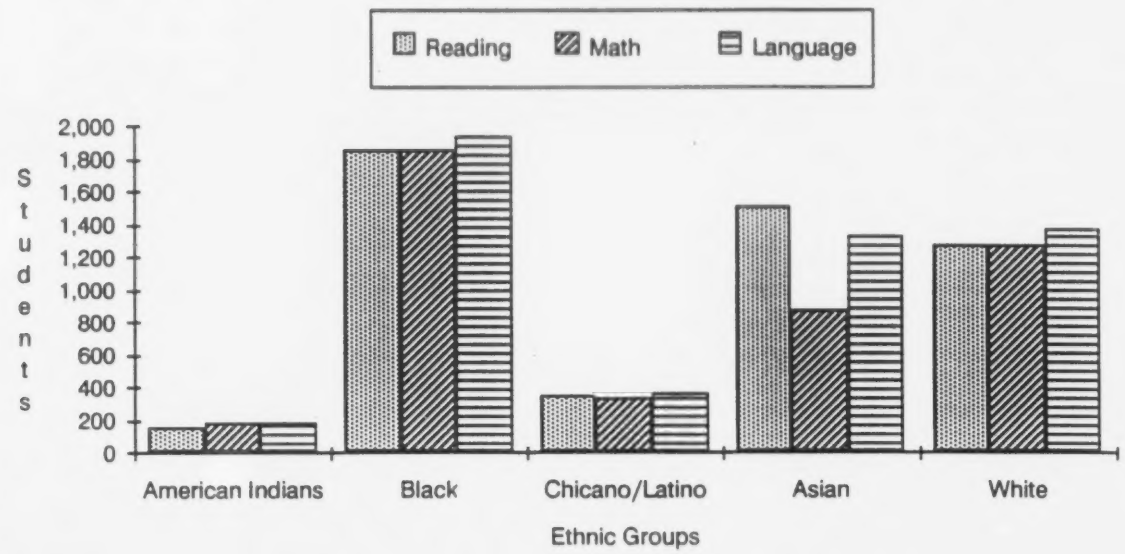
All Regular and Alternative Middle Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1989

ETHNIC GROUP	Reading			Mathematics			Language		
	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below
American Indians									
American Indian	115	31	27.0%	106	39	37.0%	110	35	32.0%
Alaska Native	40	5	13.0%	40	8	20.0%	39	8	21.0%
Native American	17	1	6.[illegible]	18	3	17.0%	18	2	11.0%
Summary	172	37	21.[illegible]	164	50	30.7%	167	45	27.2%
Black	1,388	486	35.0%	1,367	519	38.0%	1,366	533	39.0%
Chicano/Latino									
Latino Asian	26	3	12.0%	26	4	15.0%	26	4	15.0%
Latino Black	51	17	33.0%	52	20	38.0%	52	19	37.0%
Latino Indian	109	40	37.0%	109	38	35.0%	107	40	37.0%
Latino White	148	38	26.0%	147	34	23.0%	147	40	27.0%
Summary	334	99	29.6%	334	96	28.6%	332	102	30.8%
Asian									
Chinese	268	72	27.0%	270	24	9.0%	268	51	19.0%
East Indian	36	11	31.0%	36	7	19.0%	36	13	36.0%
Filipino	270	81	30.0%	276	50	18.0%	270	68	25.0%
Japanese	65	6	9.0%	65	7	11.0%	62	5	8.0%
Korean	65	11	17.0%	66	4	6.0%	65	9	14.0%
Other Asian	40	12	30.0%	39	7	18.0%	41	12	29.0%
Samoan	59	34	58.0%	57	25	44.0%	60	31	52.0%
Other Southeast	238	140	59.0%	243	78	32.0%	238	114	48.0%
Vietnamese	173	83	48.0%	172	33	19.0%	174	63	36.0%
Summary	1,214	451	37.2%	1,224	234	19.2%	1,214	365	30.1%
White									
Gypsy	0	0	0.0%	0	0	0.0%	0	0	0.0%
White	2,651	212	8.0%	2,632	342	13.0%	2,616	314	12.0%
Summary	2,651	212	8.0%	2,632	342	13.0%	2,616	314	12.0%
TOTAL	5,759	1,285	22.3%	5,721	1,242	21.7%	5,695	1,360	23.9%

Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results -- Spring 1989



Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results -- Spring 1989



All Regular and Alternative Elementary Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1989

ETHNIC GROUP	Reading			Mathematics			Language		
	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below	Students Tested	Below 25th Percentile	Percent Below
American Indians									
American Indian	463	130	28.0%	466	140	30.0%	463	139	30.0%
Alaska Native	124	21	17.0%	126	32	25.0%	122	31	25.0%
Native American	44	8	18.0%	44	7	16.0%	44	12	27.0%
Summary	631	159	25.1%	636	178	28.0%	629	181	28.8%
Black	5,435	1,848	34.0%	5,433	1,847	34.0%	5,366	1,932	36.0%
Chicano/Latino									
Latino Asian	150	29	19.0%	151	27	18.0%	150	29	19.0%
Latino Black	176	46	26.0%	174	47	27.0%	176	56	32.0%
Latino Indian	455	146	32.0%	448	125	28.0%	443	137	31.0%
Latino White	483	130	27.0%	490	127	26.0%	481	135	28.0%
Summary	1,264	350	27.7%	1,263	327	25.9%	1,250	357	28.5%
Asian									
Chinese	892	223	25.0%	898	90	10.0%	882	194	22.0%
East Indian	138	36	26.0%	138	19	14.0%	134	27	20.0%
Filipino	927	222	24.0%	926	157	17.0%	918	202	22.0%
Japanese	295	30	10.0%	298	15	5.0%	292	26	9.0%
Korean	254	51	20.0%	256	36	14.0%	254	53	21.0%
Other Asian	143	31	22.0%	145	30	21.0%	143	34	24.0%
Samoan	243	126	52.0%	241	101	42.0%	236	106	45.0%
Other Southeast	1,111	589	53.0%	1,120	358	32.0%	1,051	515	49.0%
Vietnamese	522	193	37.0%	528	69	13.0%	506	172	34.0%
Summary	4,525	1,501	33.2%	4,550	876	19.3%	4,416	1,330	30.1%
White									
Gypsy	23	13	57.0%	22	14	64.0%	22	14	64.0%
White	10,486	1,258	12.0%	10,492	1,259	12.0%	10,450	1,359	13.0%
Summary	10,509	1,271	12.1%	10,514	1,273	12.1%	10,472	1,373	13.1%
TOTAL	22,364	5,130	22.9%	22,396	4,502	20.1%	22,133	5,172	23.4%

ATTENDANCE

ATTENDANCE

Definition

Attendance data in this section is reported in terms of the average number of days absent by school level. The data for high school and middle school students are obtained from the same central computer grade marking system as used to produce report cards. Elementary school attendance data is obtained from a special automated attendance system. This report examines the attendance patterns for each ethnic group by semester from the first semester 1985/86 through second semester 1988/89.

The average number of days absent was computed in the same manner for both high school and middle school students. From grade marking files each semester, the sum of all absences per period were divided by the number of periods the student had in order to compute the number of days absent. An average for each ethnic group was then derived. Elementary school data, which was taken from the 24K-6000 School Attendance Reporting system, was computed by summing the daily excused and unexcused absences together and dividing the total by the number of students for each ethnic group.

Results

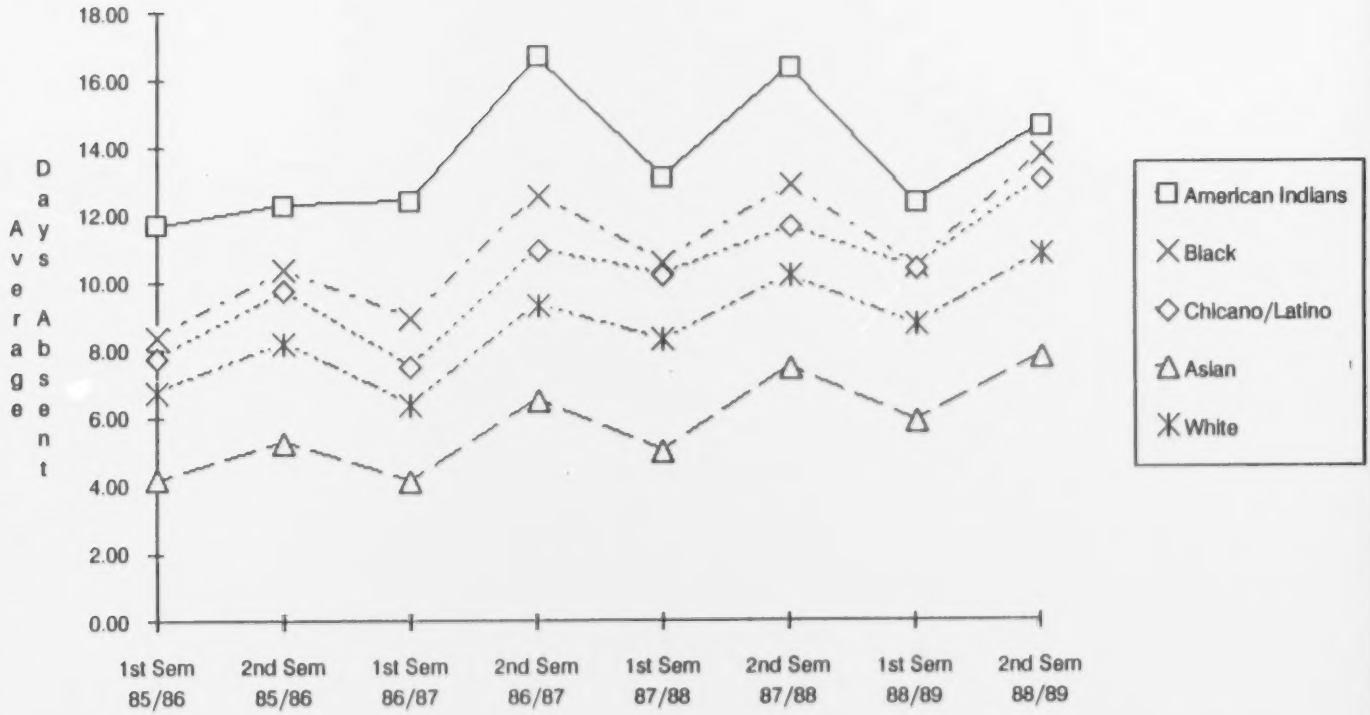
The following tables and graphs for high, middle, and elementary level students display the number of students in each ethnic group and their corresponding average number of days absent. Absence data for all school levels shows a definite pattern of increased absenteeism in each second semester compared to the preceding first semester. This pattern is even more pronounced for American Indian students.

The average number of days absent for high school students has increased slightly from 6.7 and 8.2 days (first and second semester 1985/86) to 8.6 and 10.8 days absent (first and second semester 1988/89). Asians students as a group have the lowest average number of days absent each semester; however, there are significant differences between the various Asian sub-groups. Samoan students, for example, missed an average of 16.7 days in the last semester reported while Chinese students missed only 5.5 days.

Middle schools also show a pattern of increasing absenteeism. The average number of days absent for middle school students has increased slightly from 4.9 and 6.2 days (first and second semester 1985/86) to 6.2 and 7.5 days absent (first and second semester 1988/89). Asians students as a group had the lowest average number of days absent each semester while American Indian students had the highest average; 9.6 and 12.0 (first and second semester 1988/89).

Elementary school students do not share the same trend of increasing absenteeism that was found at the high school and middle schools. The average number of days absent for middle school students has increased slightly from 4.9 and 6.2 days (first and second semester 1985/86) to 6.2 and 7.5 days absent (first and second semester 1988/89). Asians students as a group had the lowest average number of days absent each semester while American Indian students had the highest average; 9.6 and 12.0 (first and second semester 1988/89).

Average Days Absent by Ethnic Group
Regular and Alternative High Schools
1st Semester 1985-86 to 2nd Semester 1988-89

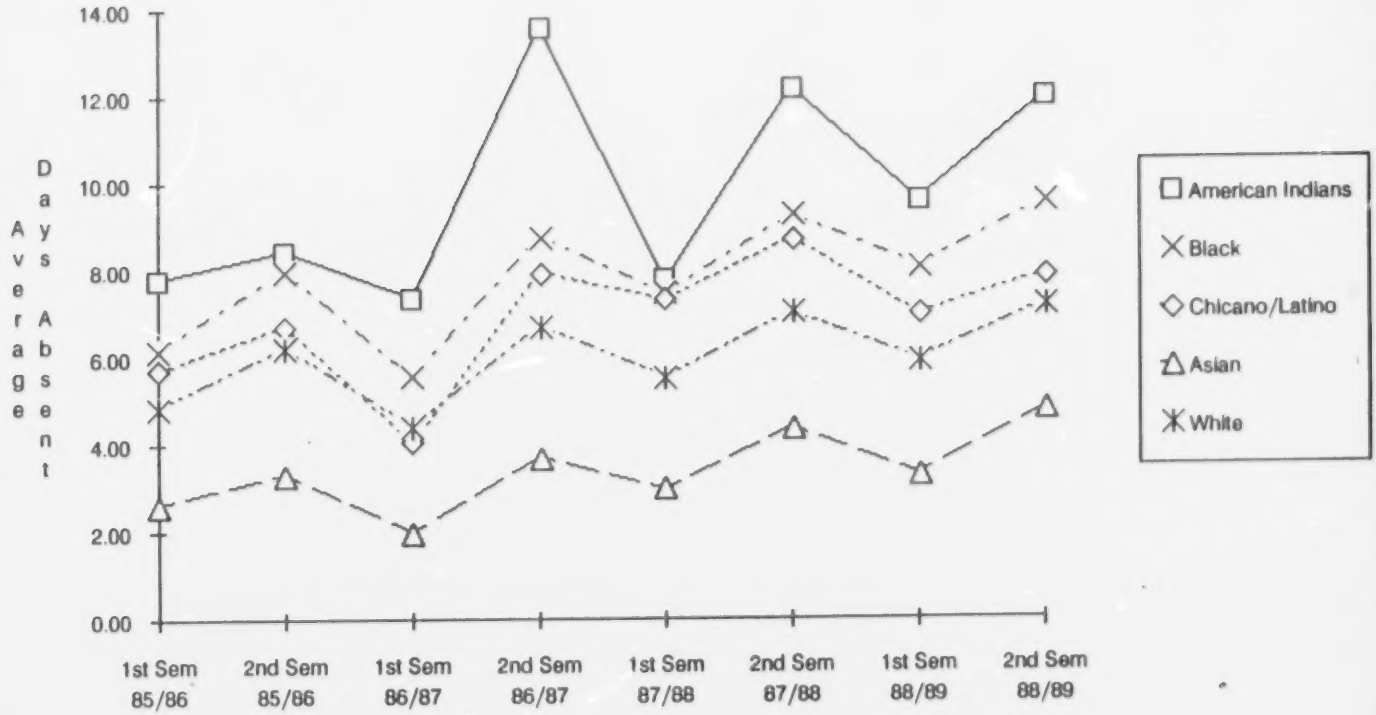


District Summary
Average Days Absent by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1985/86				1986/87				1987/88				1988/89			
	1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent
American Indians																
American Indian	204	12.9	193	12.7	184	13.3	189	18.1	207	14.0	179	17.0	167	12.7	147	15.7
Alaska Native	61	8.3	59	9.7	48	9.8	53	11.9	56	9.1	50	14.2	59	11.6	49	12.7
Native American	16	9.2	22	15.8	13	9.8	14	16.6	22	14.9	16	16.0	18	12.0	18	11.8
Summary	281	11.7	274	12.3	245	12.4	256	16.7	285	13.1	245	16.4	244	12.4	214	14.6
Black	2,940	8.4	2,843	10.4	2,766	9.0	2,808	12.6	2,961	10.6	2,702	12.9	2,685	10.5	2,416	13.8
Chicano/Latino																
Latino Asian	54	6.5	53	9.6	52	7.1	56	10.0	63	10.0	63	12.4	62	10.1	53	13.5
Latino Black	117	8.4	114	10.2	113	7.8	113	11.8	114	9.5	103	11.2	107	9.6	94	13.2
Latino Indian	153	8.7	154	9.8	146	8.5	140	11.9	168	11.0	155	11.9	184	10.7	176	13.7
Latino White	172	7.0	166	9.5	167	6.7	173	10.0	197	10.1	189	11.5	207	10.6	193	12.2
Summary	496	7.8	487	9.8	478	7.6	482	11.0	542	10.2	510	11.7	560	10.4	516	13.1
Asian																
Chinese	758	2.6	777	3.5	726	2.2	744	4.2	757	3.3	761	5.3	773	3.9	775	5.5
East Indian	66	4.6	63	5.8	60	5.6	66	9.2	71	5.5	70	7.2	71	5.8	68	7.9
Filipino	543	5.9	550	7.0	529	6.2	535	8.6	572	7.0	561	10.3	620	8.2	600	10.3
Japanese	243	4.4	235	5.4	220	4.4	225	6.8	203	4.6	195	6.7	174	5.7	179	8.2
Korean	160	3.2	162	4.7	138	3.4	146	6.6	157	4.2	154	7.0	153	5.4	153	7.8
Other Asian	64	7.4	64	8.6	64	7.6	61	10.9	76	8.0	69	10.9	64	11.5	66	15.2
Samoan	89	9.1	96	10.7	101	10.8	97	13.9	130	9.7	120	15.5	119	12.3	103	16.7
Other Southeast	423	4.1	450	5.1	457	4.0	483	6.5	504	5.0	485	6.9	538	5.5	512	7.3
Vietnamese	411	3.8	436	5.0	415	3.1	445	5.2	486	4.1	477	6.3	505	4.6	496	5.9
Summary	2,757	4.2	2,833	5.3	2,710	4.2	2,802	6.5	2,956	5.0	2,892	7.5	3,017	5.9	2,952	7.8
White																
Gypsy	0	--	0	--	1	5.2	1	11.3	1	7.0	1	8.1	1	8.3	1	11.4
White	6,458	6.8	6,264	8.2	6,050	6.4	6,003	9.3	5,870	8.3	5,497	10.2	5,155	8.8	4,832	10.8
Summary	6,458	6.8	6,264	8.2	6,051	99.0	6,004	9.3	5,871	8.3	5,498	10.2	5,156	8.8	4,833	10.8
TOTAL	12,932	6.7	12,701	8.2	12,250	6.7	12,352	9.7	12,615	8.3	11,847	10.3	11,662	8.6	10,931	10.8

SISO - December 1989

Average Days Absent by Ethnic Group
Regular and Alternative Middle Schools
1st Semester 1985-86 to 2nd Semester 1988-89



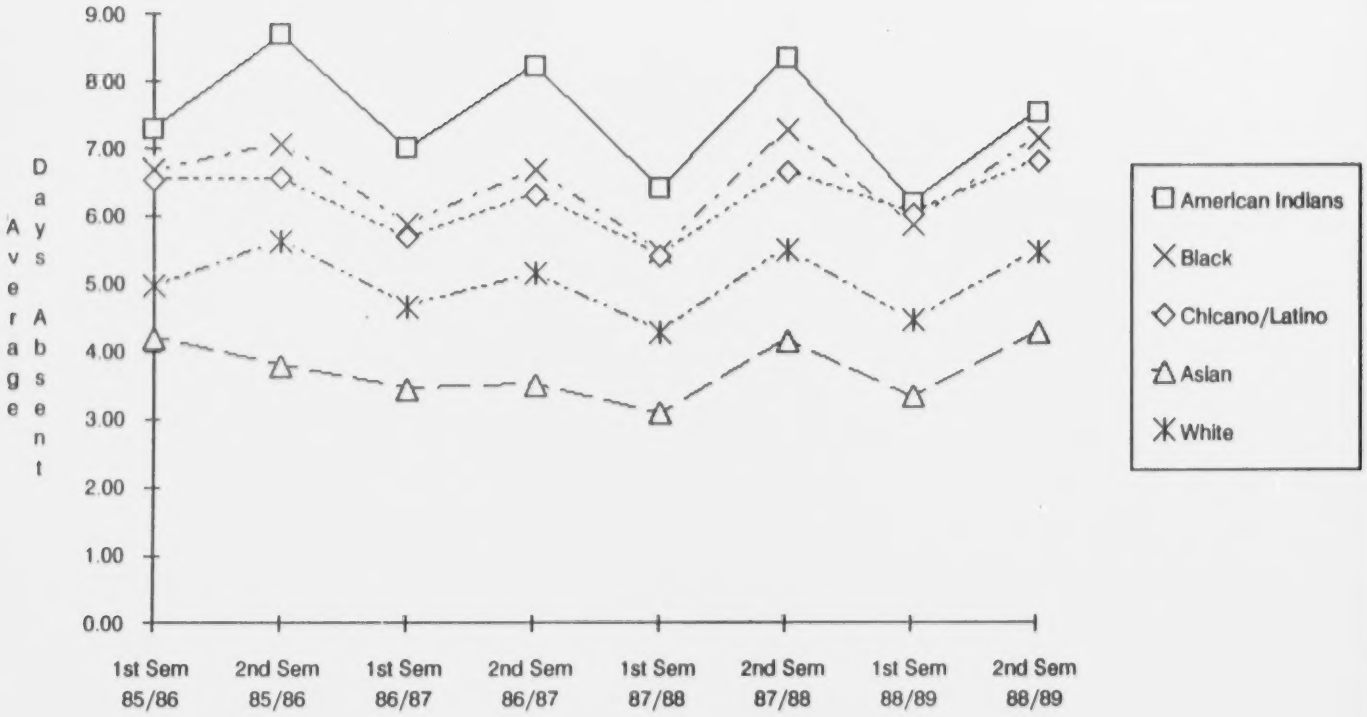
SISO - December 1989

District Summary
Average Days Absent by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1985/86				1986/87				1987/88				1988/89			
	1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent
American Indians																
American Indian	137	8.5	135	9.0	131	8.2	142	14.2	155	12.7	135	13.6	142	10.9	135	13.5
Alaska Native	38	4.7	36	6.4	40	5.5	41	10.8	35	6.7	34	10.3	48	7.1	42	8.7
Native American	6	12.1	3	6.2	12	4.9	16	15.4	25	5.4	22	6.8	18	6.0	20	8.9
Summary	181	7.8	174	8.4	183	7.4	199	13.6	215	7.8	191	12.2	208	9.6	197	12.0
Black	1,747	6.2	1,673	8.0	1,557	5.6	1,675	8.8	1,675	7.5	1,618	9.3	1,686	8.1	1,664	9.6
Chicano/Latino																
Latino Asian	26	6.3	22	5.2	32	4.0	35	6.3	26	5.5	29	6.4	29	3.7	27	6.6
Latino Black	82	4.2	76	7.2	76	4.8	80	8.3	63	6.3	61	9.2	54	8.1	54	9.2
Latino Indian	91	6.2	87	7.0	98	5.4	113	8.4	109	9.0	104	9.3	117	8.0	124	8.5
Latino White	118	6.4	113	6.7	125	5.0	134	7.8	154	7.0	158	8.7	171	6.5	167	7.3
Summary	317	5.7	298	6.7	331	4.1	362	8.0	352	7.4	352	8.8	371	7.0	372	7.9
Asian																
Chinese	341	1.4	350	2.2	338	1.4	342	2.7	307	2.1	316	2.9	274	1.9	278	2.9
East Indian	41	2.5	44	3.7	41	2.9	42	3.5	35	4.5	35	6.2	35	3.8	38	5.6
Filipino	258	3.1	269	4.4	257	2.1	272	4.5	270	3.5	266	5.1	288	4.1	282	6.0
Japanese	99	1.9	102	2.9	86	1.9	85	3.5	81	2.8	78	4.4	65	3.6	66	5.3
Korean	79	2.0	83	1.7	82	1.4	87	3.4	79	2.2	77	3.7	65	2.9	65	3.5
Other Asian	50	6.4	48	6.3	39	4.5	34	4.8	34	5.3	36	6.1	43	5.7	44	7.2
Samoan	74	8.1	71	7.6	56	5.0	64	7.0	55	6.0	56	10.9	66	8.7	68	11.3
Other Southeast	227	2.3	250	3.6	237	2.3	255	3.8	233	3.0	233	4.0	256	2.7	257	4.3
Vietnamese	166	2.2	186	2.3	182	1.5	190	3.1	175	2.8	180	4.1	170	2.4	189	3.8
Summary	1,335	2.6	1,403	3.3	1,318	2.0	1,371	3.7	1,269	3.0	1,277	4.4	1,262	3.3	1,287	4.8
White																
Gypsy	1	4.3	1	4.7	0	0.0	0	0.0	1	15.8	0	0.0	1	12.2	0	0.0
White	3,585	4.9	3,216	6.3	3,009	4.5	3,012	6.7	3,015	5.6	2,957	7.1	2,920	6.0	2,865	7.2
Summary	3,586	4.9	3,217	6.3	3,009	4.5	3,012	6.7	3,016	5.6	2,957	7.1	2,921	6.0	2,865	7.2
TOTAL	7,166	4.9	6,765	6.2	6,398	4.3	6,619	6.9	6,527	5.8	6,395	7.4	6,448	6.2	6,385	7.5

SISO - December 1989

Average Days Absent by Ethnic Group
Regular and Alternative Elementary Schools
1st Semester 1985-86 to 2nd Semester 1988-89



District Summary
Average Days Absent by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1985/86				1986/87				1987/88				1988/89			
	1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent	Number Students	Avg Days Absent
American Indians																
American Indian	566	7.7	538	9.1	564	7.4	536	8.8	601	7.0	564	8.9	587	6.5	545	7.9
Alaska Native	146	5.8	155	7.0	168	5.8	141	6.4	165	5.3	158	7.6	149	5.7	132	7.1
Native American	38	7.5	37	10.0	59	6.7	55	7.3	60	4.2	64	5.8	57	4.9	56	5.9
Summary	750	7.3	730	8.7	791	7.0	732	8.3	826	6.4	786	8.4	793	6.2	733	7.6
Black	5,518	6.7	5,449	7.1	5,815	5.9	5,712	6.7	6,039	5.5	5,938	7.3	6,129	5.9	5,994	7.2
Chicano/Latino																
Latino Asian	115	5.4	110	5.4	121	4.6	115	4.5	146	4.6	149	5.6	170	4.7	164	5.6
Latino Black	245	7.2	244	7.6	208	5.9	199	6.8	181	5.8	184	6.4	186	6.1	182	7.5
Latino Indian	414	7.3	402	6.8	442	6.1	422	7.4	450	6.0	431	7.5	521	6.8	516	7.5
Latino White	499	5.8	489	6.1	557	5.5	539	6.0	550	5.1	537	6.4	554	5.7	548	6.4
Summary	1,273	6.6	1,245	6.6	1,328	5.7	1,275	6.3	1,327	5.4	1,301	6.7	1,431	6.1	1,410	6.8
Asian																
Chinese	874	3.0	879	2.4	884	2.3	888	2.5	892	2.3	891	2.8	949	2.3	942	3.2
East Indian	138	3.9	133	4.7	123	4.1	120	4.1	134	4.7	133	4.7	150	4.4	143	4.8
Filipino	788	4.5	792	4.3	881	3.7	879	4.0	909	3.6	904	4.8	966	3.4	972	4.6
Japanese	310	4.0	309	4.1	303	4.3	296	3.6	302	3.1	297	4.3	325	3.1	321	4.1
Korean	236	2.4	234	2.1	262	2.6	254	2.4	258	2.2	248	2.7	287	2.5	275	3.3
Other Asian	130	5.3	129	5.0	143	5.2	134	5.6	166	3.8	154	5.6	163	5.1	159	5.1
Samoan	236	7.8	230	8.0	222	5.7	236	6.3	275	5.2	269	8.1	267	6.1	262	7.9
Other Southeast	928	4.6	920	3.8	1,075	3.5	1,063	3.5	1,165	2.8	1,164	3.9	1,231	3.4	1,228	4.3
Vietnamese	473	4.1	490	3.7	486	3.2	498	3.1	523	3.0	524	4.2	559	3.4	575	4.2
Summary	4,113	4.2	4,116	3.8	4,379	3.5	4,368	3.5	4,624	3.1	4,584	4.2	4,897	3.3	4,877	4.3
White																
Gypsy	27	11.6	39	17.7	34	17.3	30	11.6	32	13.7	26	36.5	30	14.8	31	20.5
White	11,204	5.0	11,057	5.6	11,457	4.7	11,092	5.1	11,744	4.3	11,514	5.5	11,844	4.5	11,626	5.5
Summary	11,231	5.0	11,096	5.7	11,491	4.7	11,122	5.2	11,776	4.3	11,540	5.5	11,874	4.5	11,657	5.5
TOTAL	22,885	5.4	22,636	5.8	23,804	4.9	23,209	5.4	24,592	4.5	24,149	5.9	25,124	4.8	24,671	5.8

SISO - December 1989

DISCIPLINE

DISCIPLINE

Definition

The following tables and graphs are summarized from the student disciplinary action and intervention reporting (SDAIR) forms submitted each month by each school building. These forms are simply a listing of incidences. There is space to enter the students' file ID number, date, type of action taken, reason, and days suspended. If there is more than one reason or more than one action taken, multiple line entries are made. The possible actions are divided into two broad categories, interventions and disciplinary actions. Disciplinary actions include suspensions and expulsions. Suspensions are further divided into short-term and long-term suspensions. A short-term suspension is for less than four days, and students are not dropped from school. A long-term suspension is until the end of the semester; students are dropped from school and enrolled in a re-entry program. Interventions are lesser actions which do not involve the loss of school time, such as parent contact, schedule adjustment or in-house suspension.

Data are entered onto a central file each month. Schools are required to submit a report even if no disciplinary actions are taken. A variety of reports are produced monthly for individual schools, and periodic reports are produced for District administration.

Reporting requirements have varied over the years. Originally, the system was developed to report suspensions and corporal punishments to the Office for Civil Rights. Gradually, other interventions and reason codes were added. The degree to which schools reported non-disciplinary interventions has varied from school to school over the years. Starting with the 1987-88 school year, schools were required to enter all disciplinary actions each month, as well as all interventions which were attempted by school officials to correct the problem prior to the disciplinary action.

Even though there is variation in the degree to which schools reported interventions, all schools have been regularly reporting the disciplinary actions recorded in the following tables. To prepare these tables, records for suspensions and expulsions were extracted from the computer files. Records were aggregated by student so that, no matter how many times a student was suspended or expelled, or for how many reasons, the student appears only once on a table. That is, the same student may be included as a short-term suspension, a long-term suspension and an expulsion, but the student will only be counted once as a short-term suspension no matter how many short-term suspensions he or she has had.

Percentages were calculated by dividing the number of students subject to a disciplinary action by the enrollment figures in June of each year. This enrollment figure was picked because it is consistent with the final cumulative monthly disciplinary action report form distributed to schools and administrators. As has been pointed out by building principals, this gives a higher discipline rate than if cumulative enrollment

figures had been used. At present, there is no regular way of obtaining cumulative enrollment for use in data processing reports.

Results

Discipline data is presented in a format similar to other data, categorized by high school, middle school and elementary school.

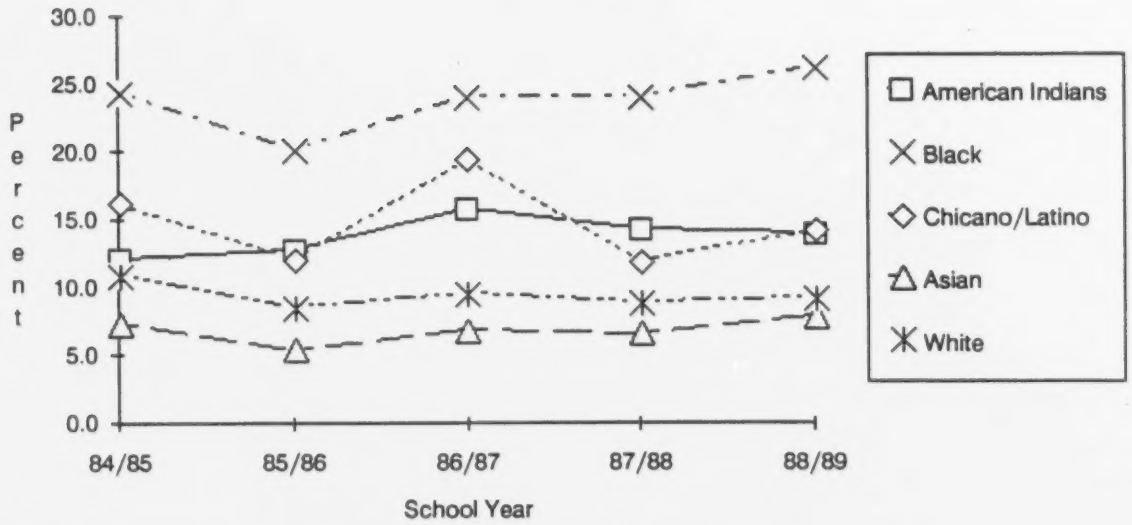
Short-term suspensions: The number and percentage of short-term suspensions have shown a slight increase at the high school level over the prior year. Declines in suspensions in the 1985-86 school year for some ethnic groups have increased in the 1986-87 school year, declined again for the 1987-88 year and increased during 1988-89. At the middle school level, there has been a drop in the number of short-term suspensions for the past four years. There has been a tremendous decrease in the number of elementary school students given short-term suspension, from 376 for 1987-88 to only 83 for the 1988-89 school year.

Long-term Suspensions: The number of high school long-term suspensions have increased by 38 percent over last year after a nearly 50 percent decline from the 1986-87 to 1987-88 school year. The number of all ethnic groups decreased significantly for three years from the 1984-85 school year and increased from 475 to 657 in 1988-89. At the middle school level, the number of students decreased from 280 to 195 suspensions. At the elementary level, the rate of long-term suspensions has remained at about one-tenth of one percent of all elementary students enrolled.

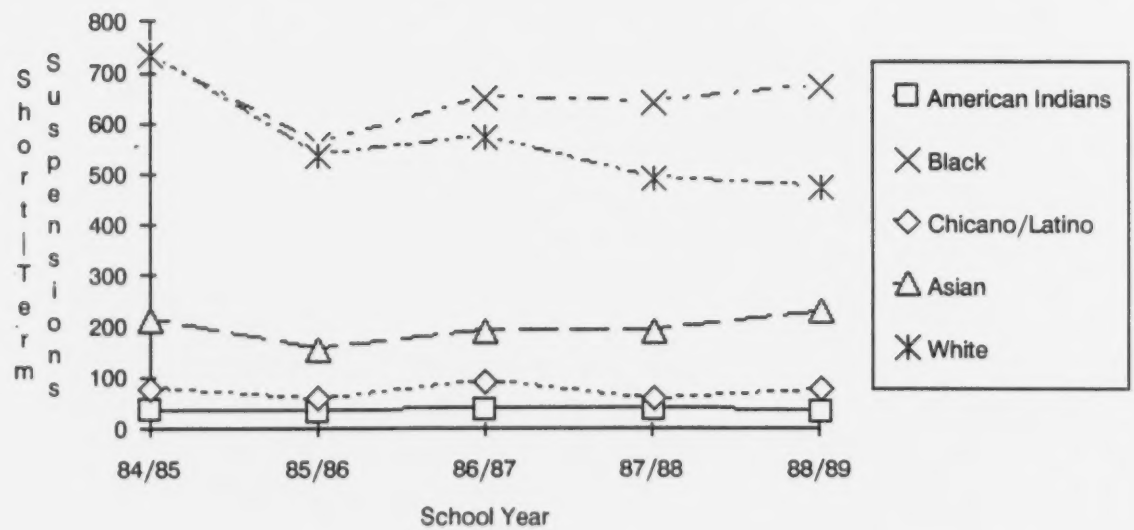
Expulsions: High school expulsion rates have stayed steady over the past four years at about one percent. There has been a consistent difference between the ethnic groups, with Asian and White students being expelled at a lower rate than Black students. The Chicano/Latino and Native American rates involve very few students and show great variation. At the middle school level, the number of students expelled nearly doubled from 1987-88 to 1988-89. At the elementary school level, few students are expelled. The number and rate of expulsions for Black students are twice that for White students.

DISCIPLINE
SHORT-TERM SUSPENSIONS

Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



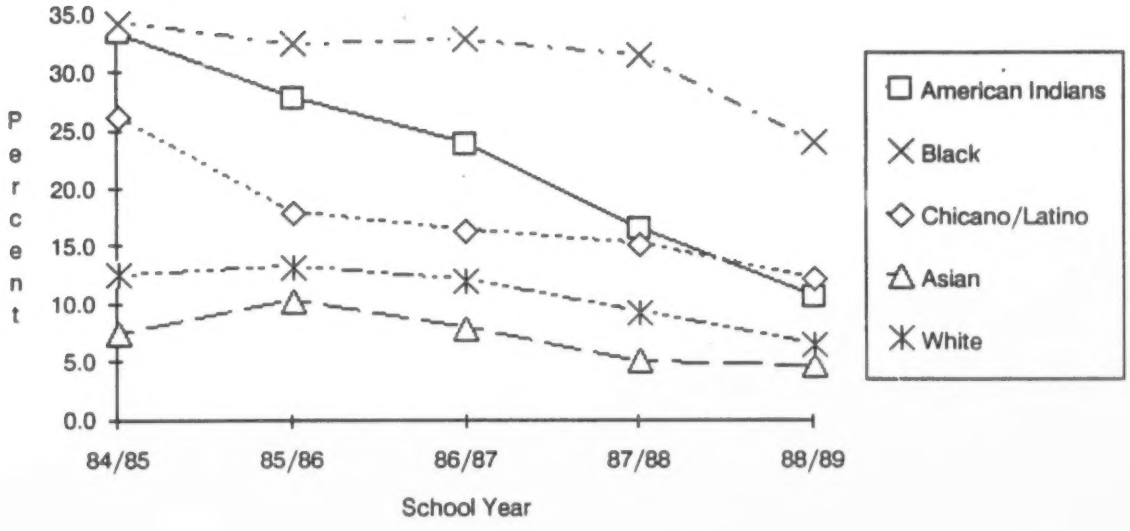
Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



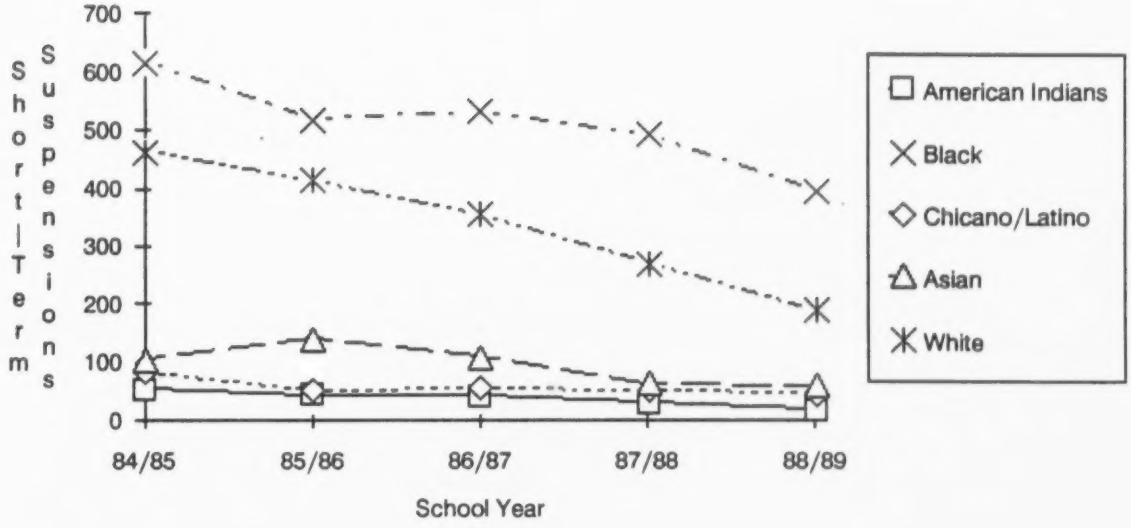
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	24	10.7	24	12.1	31	16.6	32	15.1	23	12.1
Alaska Native	13	17.6	9	16.1	7	14.9	5	9.8	8	14.3
Native American	1	6.7	2	9.5	1	7.7	3	17.6	6	30.0
Summary	38	12.1	35	12.7	39	15.8	40	14.3	37	13.9
Black	736	24.4	564	20.2	652	24.0	644	24.0	674	26.3
Chicano/Latino										
Latino Asian	4	8.2	4	7.4	9	16.1	7	11.5	7	12.5
Latino Black	23	20.5	15	13.2	26	23.2	19	18.4	18	18.6
Latino Indian	28	18.5	21	13.0	32	22.7	20	12.7	28	14.7
Latino White	25	13.7	21	12.1	26	15.2	15	7.9	26	12.3
Summary	80	16.2	61	12.1	93	19.4	61	11.9	79	14.2
Asian										
Chinese	32	4.1	17	2.2	19	2.5	14	1.8	29	3.7
East Indian	4	6.6	0	--	0	--	4	5.6	6	8.8
Filipino	69	12.5	53	9.7	54	10.1	47	8.3	50	8.2
Japanese	10	4.0	5	2.1	9	3.9	11	5.6	5	2.7
Korean	5	2.9	9	5.5	8	5.5	10	6.5	9	5.8
Other Asian	3	6.0	10	15.9	8	13.6	10	14.5	9	13.6
Samoan	36	32.7	23	26.1	34	38.2	28	24.6	46	45.1
Other Southeast	33	6.5	20	4.0	29	5.8	47	9.3	36	7.0
Vietnamese	23	5.6	21	4.6	34	7.3	23	4.7	42	8.4
Summary	215	7.4	158	5.4	195	6.8	194	6.6	232	7.8
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	739	10.9	539	8.5	576	9.5	496	8.8	476	9.2
Summary	739	10.9	539	8.5	576	9.5	496	8.8	476	9.2
TOTAL	1,808	13.4	1,357	10.6	1,555	12.6	1,435	11.9	1,498	13.0

Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



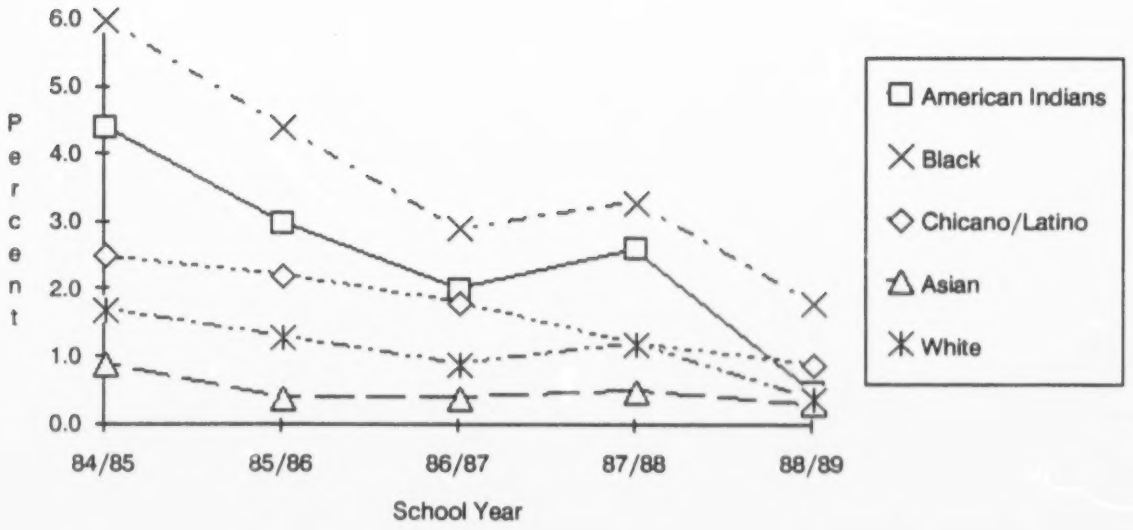
Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



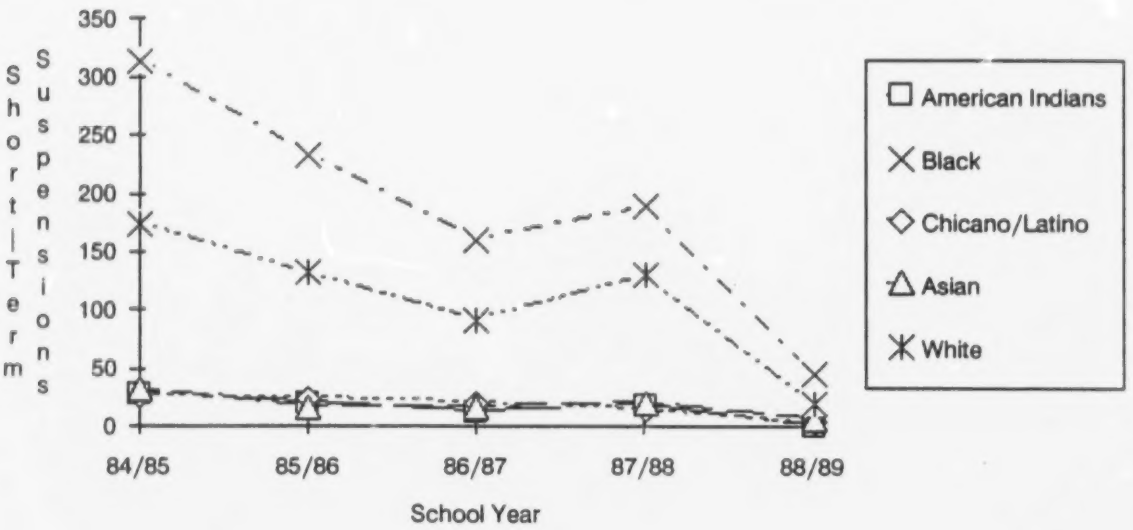
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	45	35.7	34	27.2	33	25.2	19	15.1	17	12.7
Alaska Native	10	31.3	10	30.3	9	23.1	7	21.2	1	2.4
Native American	0	--	1	25.0	2	14.3	4	18.2	3	15.8
Summary	55	33.5	45	27.8	44	23.9	30	16.6	21	10.8
Black	619	34.4	521	32.5	534	32.9	494	31.5	398	24.1
Chicano/Latino										
Latino Asian	5	17.9	2	8.7	3	9.1	0	--	3	11.1
Latino Black	23	25.8	15	19.7	19	23.7	16	26.7	6	11.3
Latino Indian	36	35.6	21	24.4	15	14.2	18	17.6	19	15.2
Latino White	21	20.0	15	13.9	20	15.5	19	12.1	18	10.7
Summary	85	26.3	53	18.1	57	16.4	53	15.3	46	12.3
Asian										
Chinese	10	2.7	12	3.4	13	3.7	8	2.5	5	1.8
East Indian	3	7.9	4	9.3	1	2.4	0	--	2	5.1
Filipino	26	9.3	33	12.5	22	8.3	16	6.1	19	6.7
Japanese	4	3.3	3	3.1	4	4.9	5	6.4	1	1.5
Korean	1	1.3	7	8.7	4	4.5	1	1.3	1	1.5
Other Asian	5	10.2	13	27.7	7	19.4	4	12.1	4	9.1
Samoan	25	54.3	35	55.6	21	33.9	10	19.2	18	26.9
Other Southeast	13	5.9	21	8.4	28	10.9	11	4.6	7	2.7
Vietnamese	18	9.3	15	8.0	11	5.4	10	5.3	4	2.1
Summary	105	7.5	143	10.4	111	8.0	65	5.1	61	4.7
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	464	12.6	416	13.3	357	12.1	273	9.3	191	6.6
Summary	464	12.6	416	13.3	357	12.1	273	9.3	191	6.6
TOTAL	1,328	18.0	1,178	17.9	1,103	17.0	915	14.5	717	6.9

Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
1984-85 to 1988-89



Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
1984-85 to 1988-89



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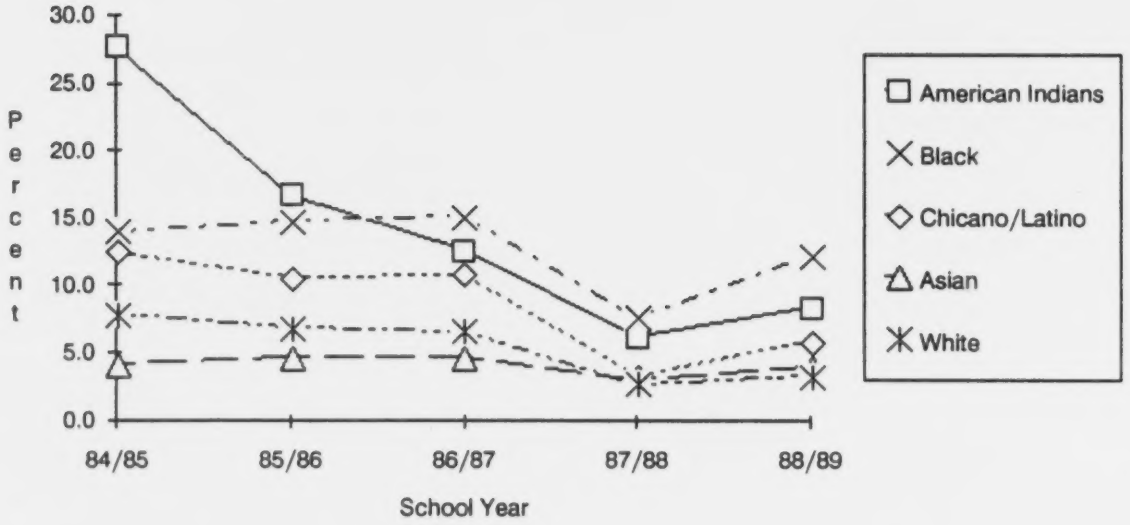
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative Elementary Schools

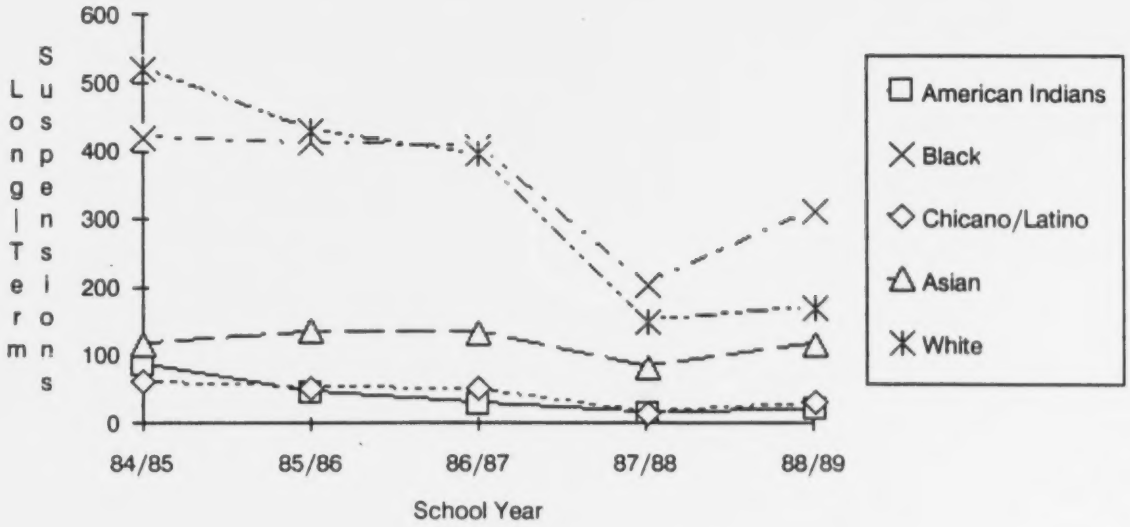
ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	21	4.3	20	3.9	13	2.5	16	3.0	1	0.5
Alaska Native	6	4.7	0	--	1	0.8	1	0.7	1	1.8
Native American	2	5.7	1	2.6	0	--	2	3.8	0	--
Summary	29	4.4	21	3.0	14	2.0	19	2.6	2	0.5
Black	315	6.0	235	4.4	161	2.9	190	3.3	47	1.8
Chicano/Latino										
Latino Asian	1	1.2	0	--	1	0.9	1	0.7	1	1.8
Latino Black	12	5.1	12	5.1	4	2.0	3	1.7	2	2.1
Latino Indian	6	1.7	5	1.3	8	2.0	1	0.2	1	0.5
Latino White	9	2.0	9	1.9	9	1.8	10	1.9	1	0.5
Summary	28	2.5	26	2.2	22	1.8	15	1.2	5	0.9
Asian										
Chinese	0	--	0	--	1	0.1	0	--	0	--
East Indian	1	0.8	0	--	0	--	1	0.8	0	--
Filipino	9	1.2	4	0.5	1	0.1	6	0.7	2	0.3
Japanese	3	1.0	0	--	1	0.4	1	0.4	0	--
Korean	0	--	0	--	1	0.4	0	--	0	--
Other Asian	2	1.8	1	0.8	0	--	1	0.7	0	--
Samoan	16	6.9	6	2.6	11	4.8	8	3.1	4	3.9
Other Southeast	1	0.1	6	0.7	2	0.2	3	0.3	2	0.4
Vietnamese	2	0.4	0	--	1	0.2	1	0.2	0	--
Summary	34	0.9	17	0.4	18	0.4	21	0.5	8	0.3
White										
Gypsy	1	5.0	1	2.6	0	--	0	--	0	--
White	175	1.7	132	1.3	92	0.9	131	1.2	21	0.4
Summary	176	1.7	133	1.3	92	0.9	131	1.2	21	0.4
TOTAL	582	2.7	432	2.0	307	1.4	376	1.6	83	0.7

DISCIPLINE
LONG-TERM SUSPENSIONS

Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



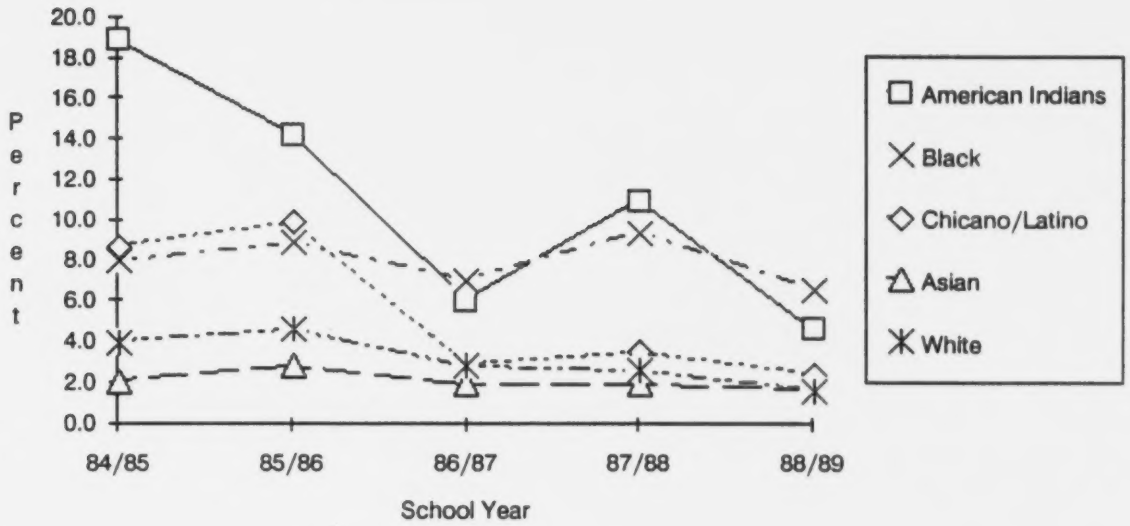
Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



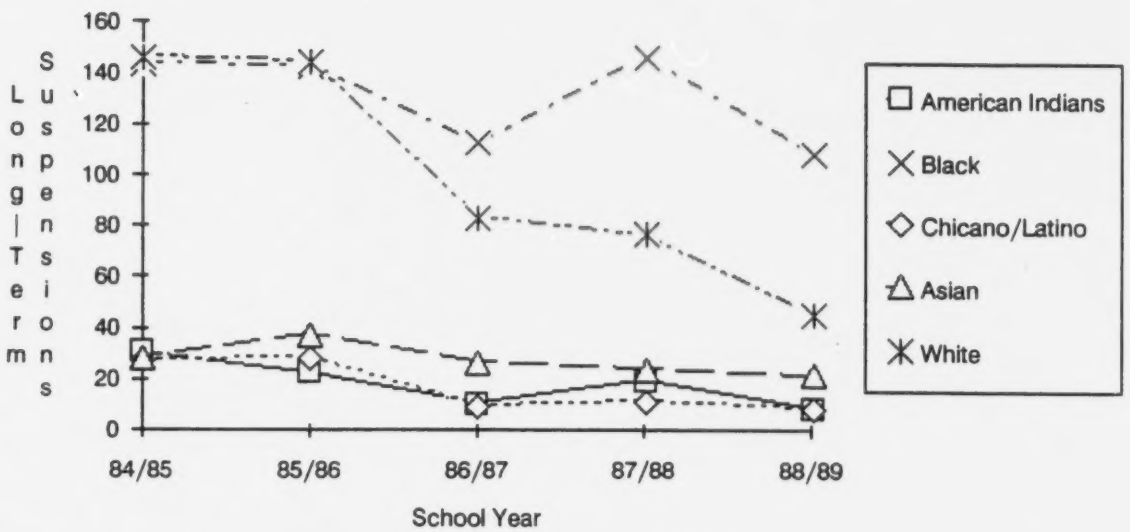
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	69	30.7	34	17.2	24	12.8	12	5.7	17	8.9
Alaska Native	15	20.3	8	14.3	5	10.6	2	3.9	4	7.1
Native American	3	20.0	4	19.0	2	15.4	3	17.6	1	5.0
Summary	87	27.7	46	16.7	31	12.6	17	6.1	22	8.3
Black	421	14.0	414	14.8	409	15.1	205	7.6	313	12.2
Chicano/Latino										
Latino Asian	6	12.2	4	7.4	9	16.1	0	--	3	5.4
Latino Black	10	8.9	5	4.4	9	8.0	6	5.8	8	8.2
Latino Indian	25	16.6	24	14.8	16	11.3	6	3.8	13	6.8
Latino White	21	11.5	20	11.6	18	10.5	5	2.6	8	3.8
Summary	62	12.5	53	10.5	52	10.8	17	3.3	32	5.8
Asian										
Chinese	12	1.5	22	2.8	11	1.4	12	1.6	14	1.8
East Indian	2	3.3	4	6.3	3	4.5	3	4.2	2	2.9
Filipino	38	6.9	34	6.2	43	8.0	21	3.7	29	4.8
Japanese	5	2.0	4	1.6	3	1.3	3	1.5	3	1.6
Korean	5	2.9	8	4.9	5	3.4	2	1.3	4	2.6
Other Asian	5	10.0	5	7.9	7	11.9	2	2.9	7	10.6
Samoan	19	17.3	23	26.1	23	25.8	18	15.8	18	17.6
Other Southeast	15	3.0	18	3.6	18	3.6	11	2.2	29	5.6
Vietnamese	17	4.1	19	4.2	22	4.7	13	2.7	12	2.4
Summary	118	4.1	137	4.7	135	4.7	85	2.9	118	4.0
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	524	7.8	432	6.8	397	6.6	151	2.7	172	3.3
Summary	524	7.8	432	6.8	397	6.6	151	2.7	172	3.3
TOTAL	1,212	9.0	1,082	8.4	1,024	8.3	475	4.0	657	5.7

Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



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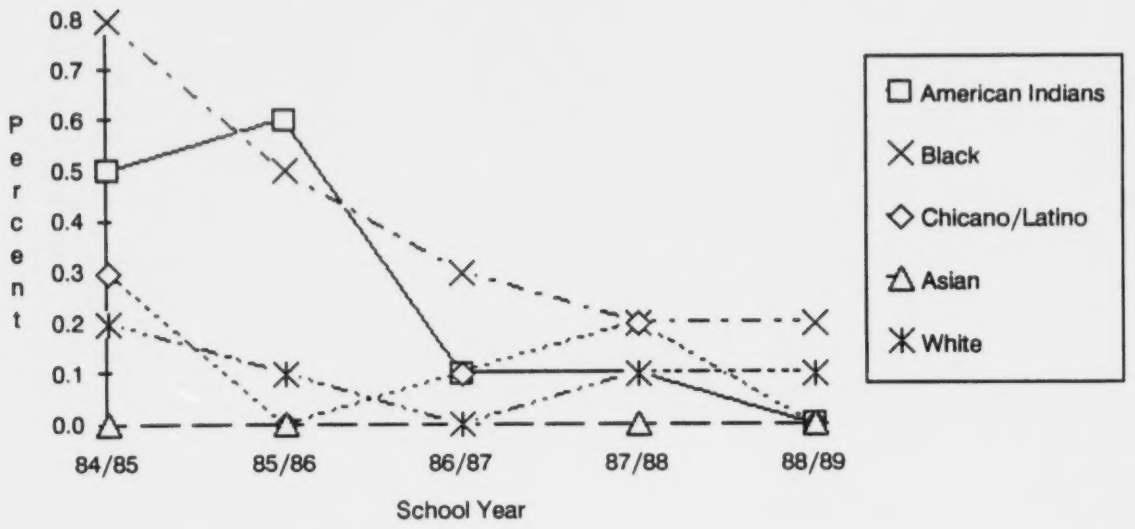
SISO - December 1989

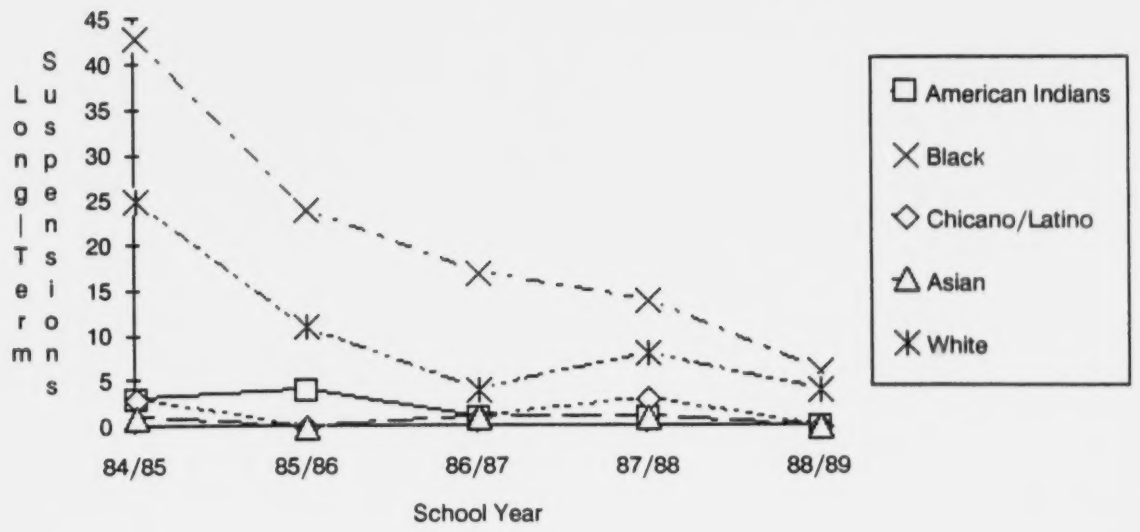
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	24	19.0	14	11.2	8	6.1	16	12.7	6	4.5
Alaska Native	7	21.9	7	21.2	3	7.7	2	6.1	2	4.9
Native American	0	--	2	50.0	0	--	2	9.1	1	5.3
Summary	31	18.9	23	14.2	11	6.0	20	11.0	9	4.6
Black	144	8.0	143	8.9	113	7.0	147	9.4	109	6.6
Chicano/Latino										
Latino Asian	1	3.6	4	17.4	1	3.0	0	--	0	--
Latino Black	6	6.7	4	5.3	5	6.3	2	3.3	0	--
Latino Indian	14	13.9	12	14.0	4	3.8	3	2.9	7	5.6
Latino White	7	6.7	9	8.3	0	--	7	4.5	2	1.2
Summary	28	8.7	29	9.9	10	2.9	12	3.5	9	2.4
Asian										
Chinese	4	1.1	3	0.9	2	0.6	2	0.6	1	0.4
East Indian	1	2.6	0	--	0	--	0	--	0	--
Filipino	6	2.1	13	4.9	8	3.0	4	1.5	4	1.4
Japanese	2	1.6	0	--	2	2.4	1	1.3	1	1.5
Korean	1	1.3	1	1.2	0	--	1	1.3	0	--
Other Asian	1	2.0	5	10.6	3	8.3	0	--	0	--
Samoan	9	19.6	9	14.3	3	4.8	8	15.4	7	10.4
Other Southeast	1	0.5	3	1.2	8	3.1	6	2.5	7	2.7
Vietnamese	4	2.1	4	2.1	1	0.5	2	1.1	2	1.1
Summary	29	2.1	38	2.8	27	1.9	24	1.9	22	1.7
White										
Gypsy	0	--	0	--	0	--	0	--	1	50.0
White	147	4.0	145	4.6	84	2.8	77	2.6	45	1.5
Summary	147	4.0	145	4.6	84	2.8	77	2.6	46	1.6
TOTAL	379	5.1	378	5.7	245	3.8	280	4.4	195	3.0

Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
1984-85 to 1988-89



Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
1984/85 to 1988-89

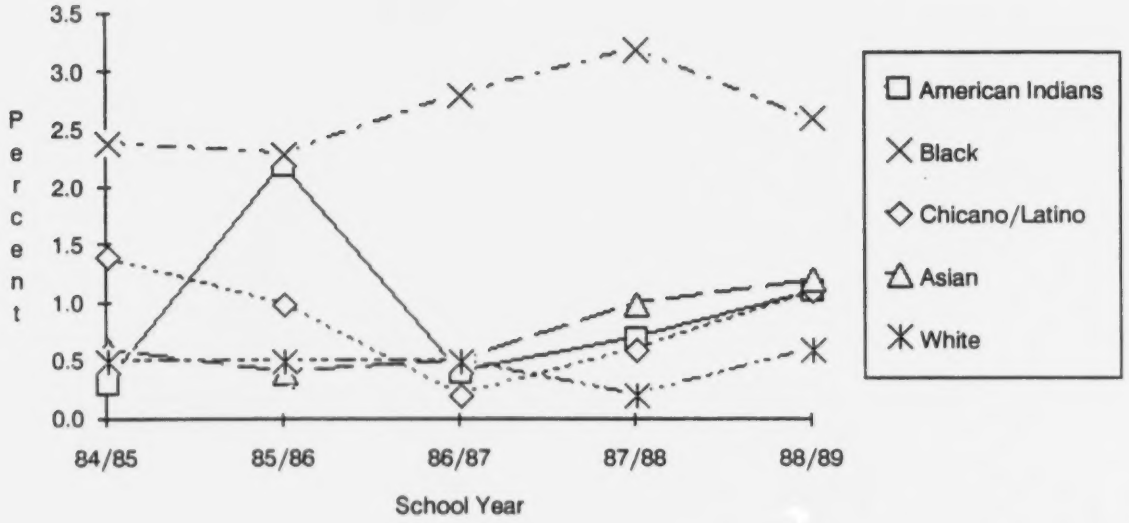


District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative Elementary Schools

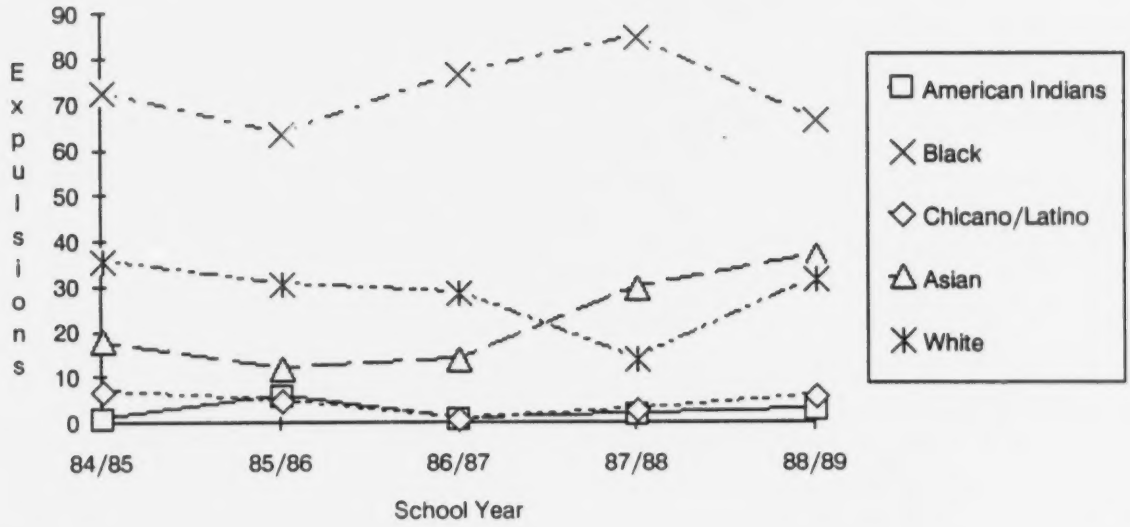
ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	2	0.4	4	0.8	1	0.2	1	0.2	0	--
Alaska Native	1	0.8	0	--	0	--	0	--	0	--
Native American	0	--	0	--	0	--	0	--	0	--
Summary	3	0.5	4	0.6	1	0.1	1	0.1	0	--
Black	43	0.8	24	0.5	17	0.3	14	0.2	6	0.2
Chicano/Latino										
Latino Asian	0	--	0	--	0	--	0	--	0	--
Latino Black	1	0.4	0	--	0	--	1	0.6	0	--
Latino Indian	0	--	0	--	0	--	1	0.2	0	--
Latino White	2	0.4	0	--	1	0.2	1	0.2	0	--
Summary	3	0.3	0	--	1	0.1	3	0.2	0	--
Asian										
Chinese	0	--	0	--	0	--	1	0.1	0	--
East Indian	0	--	0	--	0	--	0	--	0	--
Filipino	0	--	0	--	0	--	0	--	0	--
Japanese	0	--	0	--	0	--	0	--	0	--
Korean	0	--	0	--	0	--	0	--	0	--
Other Asian	0	--	0	--	0	--	0	--	0	--
Samoan	1	0.4	0	--	1	0.4	0	--	0	--
Other Southeast	0	--	0	--	0	--	0	--	0	--
Vietnamese	0	--	0	--	0	--	0	--	0	--
Summary	1	0.0	0	--	1	0.0	1	0.0	0	--
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	25	0.2	11	0.1	4	0.0	8	0.1	4	0.1
Summary	25	0.2	11	0.1	4	0.0	8	0.1	4	0.1
TOTAL	75	0.3	39	0.2	24	0.1	27	0.1	10	0.1

DISCIPLINE
EXPULSIONS

Percent of Expulsions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



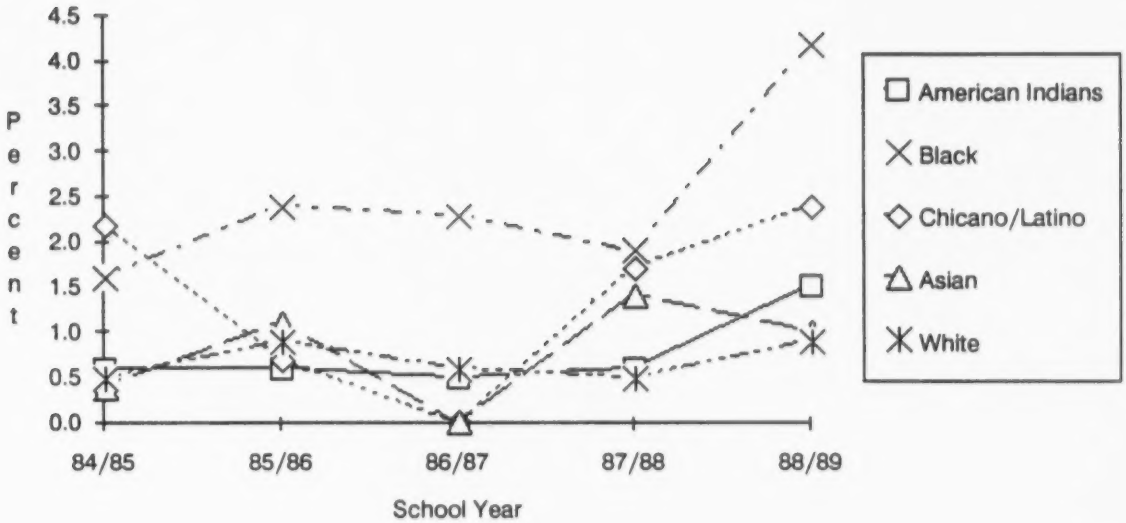
Expulsions by Ethnic Group
Regular and Alternative High Schools
1984-85 to 1988-89



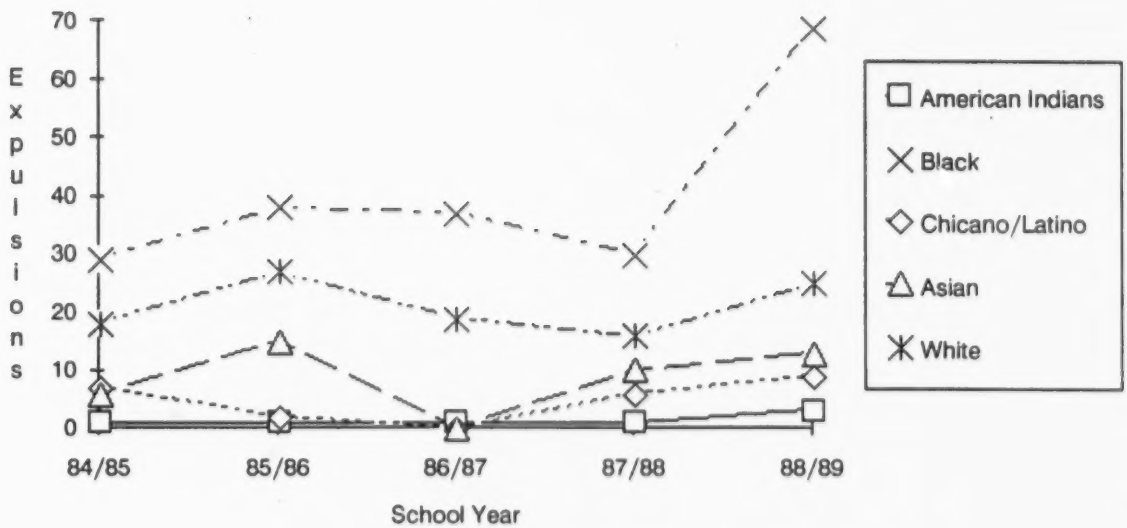
District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	1	0.4	4	2.0	1	0.5	1	0.5	2	1.1
Alaska Native	0	--	2	3.6	0	--	0	--	1	1.8
Native American	0	--	0	--	0	--	1	5.9	0	--
Summary	1	0.3	6	2.2	1	0.4	2	0.7	3	1.1
Black	73	2.4	64	2.3	77	2.8	85	3.2	67	2.6
Chicano/Latino										
Latino Asian	0	--	0	--	0	--	0	--	0	--
Latino Black	2	1.8	1	0.9	1	0.9	1	1.0	1	1.0
Latino Indian	2	1.3	3	1.9	0	0.0	0	--	2	1.1
Latino White	3	1.6	1	0.6	0	0.0	2	1.0	3	1.4
Summary	7	1.4	5	1.0	1	0.2	3	0.6	6	1.1
Asian										
Chinese	4	0.5	0	--	3	0.4	4	0.5	0	--
East Indian	0	--	0	--	0	--	1	1.4	0	--
Filipino	6	1.1	6	1.1	4	0.7	6	1.1	5	0.8
Japanese	1	0.4	1	0.4	0	--	0	--	0	--
Korean	0	--	0	--	0	--	0	--	0	--
Other Asian	1	2.0	0	--	1	1.7	1	1.4	3	4.5
Samoan	2	1.8	1	1.1	3	3.4	4	3.5	12	11.8
Other Southeast	1	0.2	1	0.2	3	0.6	7	1.4	10	1.9
Vietnamese	3	0.7	3	0.7	0	--	7	1.4	7	1.4
Summary	18	0.6	12	0.4	14	0.5	30	1.0	37	1.2
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	36	0.5	31	0.5	29	0.5	14	0.2	32	0.6
Summary	36	0.5	31	0.5	29	0.5	14	0.2	32	0.6
TOTAL	135	1.0	118	0.9	122	1.0	134	1.1	145	1.3

Percent of Expulsions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



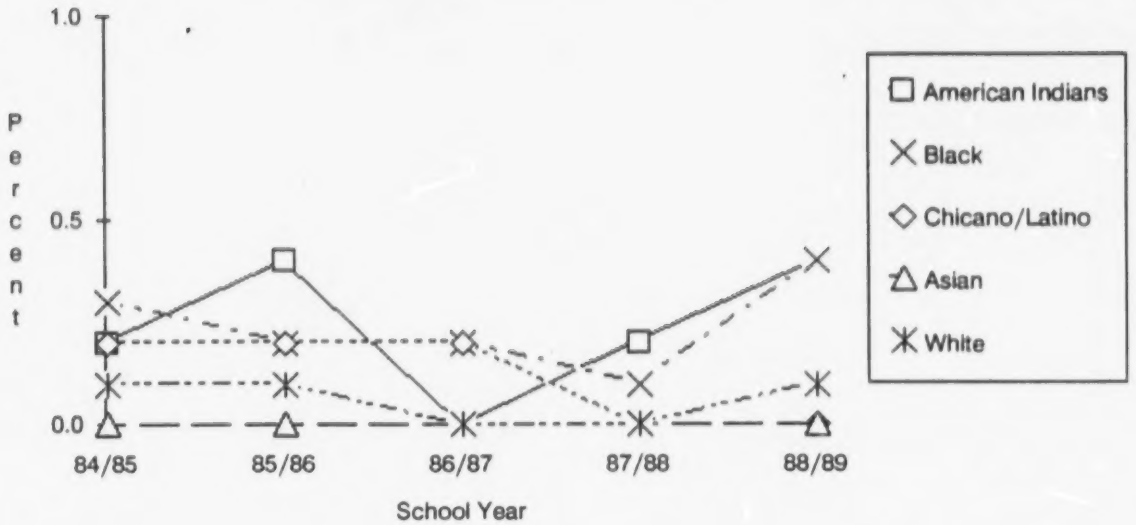
Expulsions by Ethnic Group
Regular and Alternative Middle Schools
1984-85 to 1988-89



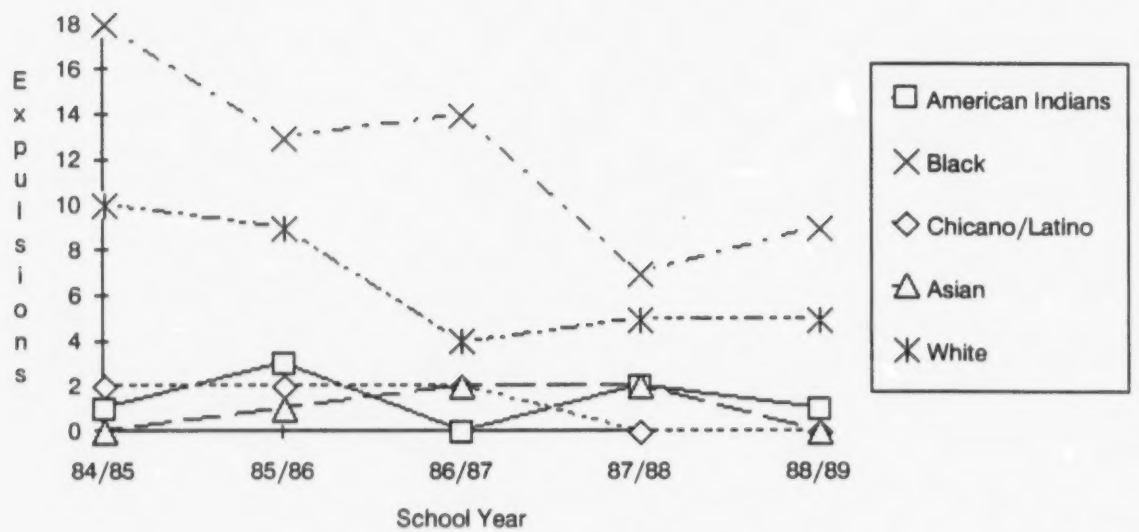
District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	1	0.8	0	--	0	--	1	0.8	1	0.7
Alaska Native	0	--	1	3.0	1	2.6	0	--	1	2.4
Native American	0	--	0	--	0	--	0	--	1	5.3
Summary	1	0.6	1	0.6	1	0.5	1	0.6	3	1.5
Black	29	1.6	38	2.4	37	2.3	30	1.9	69	4.2
Chicano/Latino										
Latino Asian	2	7.1	0	--	0	--	0	--	1	3.7
Latino Black	2	2.2	0	--	0	--	1	1.7	2	3.8
Latino Indian	2	2.0	1	1.2	0	--	4	3.9	4	3.2
Latino White	1	1.0	1	0.9	0	--	1	0.6	2	1.2
Summary	7	2.2	2	0.7	0	--	6	1.7	9	2.4
Asian										
Chinese	0	--	0	--	0	--	1	0.3	1	0.4
East Indian	0	--	1	2.3	0	--	0	--	0	--
Filipino	0	--	2	0.8	0	--	5	1.9	2	0.7
Japanese	0	--	0	--	0	--	0	--	0	--
Korean	0	--	4	5.0	0	--	0	--	0	--
Other Asian	0	--	2	4.3	0	--	0	--	0	--
Samoan	4	8.7	3	4.8	0	--	0	--	3	4.5
Other Southeast	0	--	3	1.2	0	--	4	1.7	3	1.2
Vietnamese	2	1.0	0	--	0	--	0	--	4	2.1
Summary	6	0.4	15	1.1	0	--	10	1.4	13	1.0
White										
Gypsy	0	--	0	--	0	--	0	--	1	50.0
White	18	0.5	27	0.9	19	0.6	16	0.5	24	0.8
Summary	18	0.5	27	0.9	19	0.6	16	0.5	25	0.9
TOTAL	61	0.8	83	1.3	57	0.9	63	1.0	119	1.9

Percent of Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
1984-85 to 1988-89



Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
1984-85 to 1988-89



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District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1984/85		1985/86		1986/87		1987/88		1988/89	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indians										
American Indian	1	0.2	3	0.6	0	--	2	0.4	1	0.5
Alaska Native	0	--	0	--	0	--	0	--	0	--
Native American	0	--	0	--	0	--	0	--	0	--
Summary	1	0.2	3	0.4	0	--	2	0.2	1	0.4
Black	18	0.3	13	0.2	14	0.2	7	0.1	9	0.4
Chicano/Latino										
Latino Asian	0	--	0	--	0	--	0	--	0	--
Latino Black	1	0.4	1	0.4	1	0.5	0	--	0	--
Latino Indian	0	--	0	--	0	--	0	--	0	--
Latino White	1	0.2	1	0.2	1	0.2	0	--	0	--
Summary	2	0.2	2	0.2	2	0.2	0	--	0	--
Asian										
Chinese	0	--	0	--	0	--	0	--	0	--
East Indian	0	--	0	--	0	--	0	--	0	--
Filipino	0	--	1	0.1	0	--	0	--	0	--
Japanese	0	--	0	--	0	--	0	--	0	--
Korean	0	--	0	--	0	--	0	--	0	--
Other Asian	0	--	0	--	0	--	0	--	0	--
Samoan	0	--	0	--	2	0.9	1	0.4	0	--
Other Southeast	0	--	0	--	0	--	1	0.1	0	--
Vietnamese	0	--	0	--	0	--	0	--	0	--
Summary	0	--	1	0.0	2	0.0	2	0.0	0	--
White										
Gypsy	0	--	0	--	0	--	0	--	0	--
White	10	0.1	9	0.1	4	0.0	5	0.0	5	0.1
Summary	10	0.1	9	0.1	4	0.0	5	0.0	5	0.1
TOTAL	31	0.1	28	0.1	22	0.1	16	0.1	15	0.1

STUDENTS BELOW GRADE LEVEL

STUDENTS BELOW GRADE LEVEL

Counting the number of students retained in grade presents some problems. The Seattle Public Schools maintain school assignment information, including grade level, on a continuous basis. Once a student's grade level is changed, there is no record that that student had been retained. At the high school level, the situation is further clouded by the fact that the computer assigns student grade levels based on the number of credits the student has earned each year. The process for middle and elementary schools is to notify the central placement office of a change in the student's grade level assignment for the following school year. This is first done in June. Additional students are retained, or retentions are changed to promotions, over the summer as a result of summer school. Each fall each student's school and grade level assignment is obtained from this central file. Because of this process, there is no way to maintain an accurate list of retained students. It is also not possible to list out when the retention occurred except by comparing computer files of each student for each year.

Definition

The method used here is to look at the grade level of each student and compare it to the student's age. The central computer files contain an age appropriate, chronological grade. This grade is based upon the student's age on August 31 of each year. Students who are six years of age have a chronological grade of one, seven year olds, two, etc. The following tables show the number and percent of students whose actual grade is lower than their chronological grade. No attempt has been made to determine whether the students were early or late entrants into school or whether transfer students started school at their chronological grade level. The number of these special cases is probably small.

The files used are as of October 1 each year and include all students in grades K through twelve, special education and bilingual program students. Pre-school students are not included.

Beginning with this publication, the below grade level data, which was reported in one table for the entire district in prior publications, are now separated into the three school levels - high, middle and elementary. This was done to make the below grade level information more compatible with other data in this document.

Results

District-wide, the number of students below grade level declined by more than 600 from the 1988-89 level to nearly 8,000 students in 1989-90, while the percentage remained above 19 percent for the fifth straight year. By ethnic group, White students have shown the lowest percentage of students below grade level each year since the 1982-83 school year, ranging from a low of 12.0 percent to a high of 15.6 percent. American Indian students, on the other extreme, have had the highest percentage of students below grade level. The other three ethnic groups have had similar percentages during the past eight

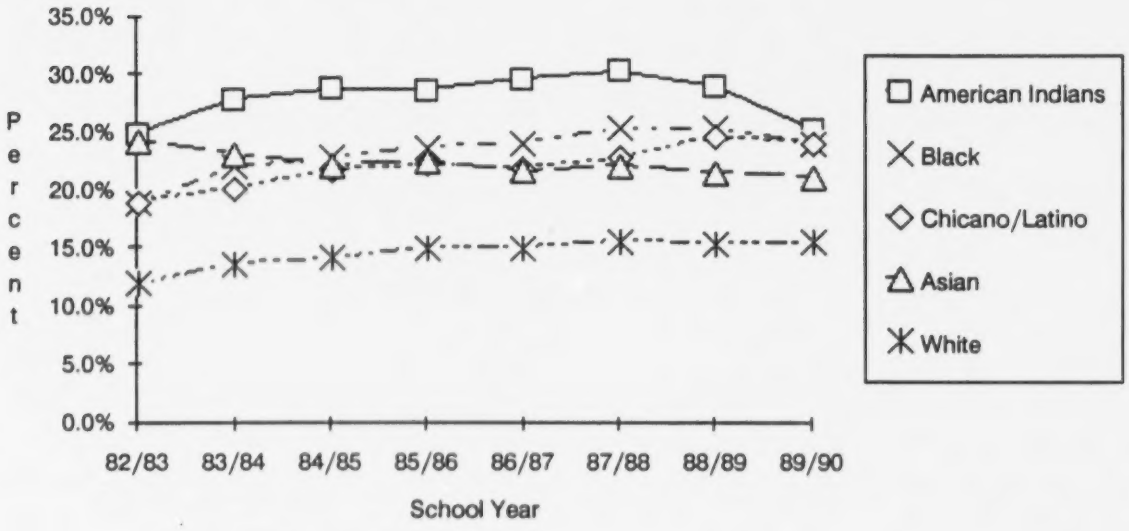
years. By school level, the percentages show considerable variability between ethnic group.

At the high school level the percent of students below grade level has remained between 26 and 29 percent since the 1982-83 school year. The decrease in the number of students is due in a large part to the decline in high school enrollments over the past four years. Of the five major ethnic groups, nearly half of all American Indian students were below grade level during two of the past eight years. Black retention rates ranged from 32 to 36 percent, Latino rates varied from 29 to 36 percent, and Asian rates were between 29 and 37 percent. White students had the lowest retention rates; from 19 to 23 percent.

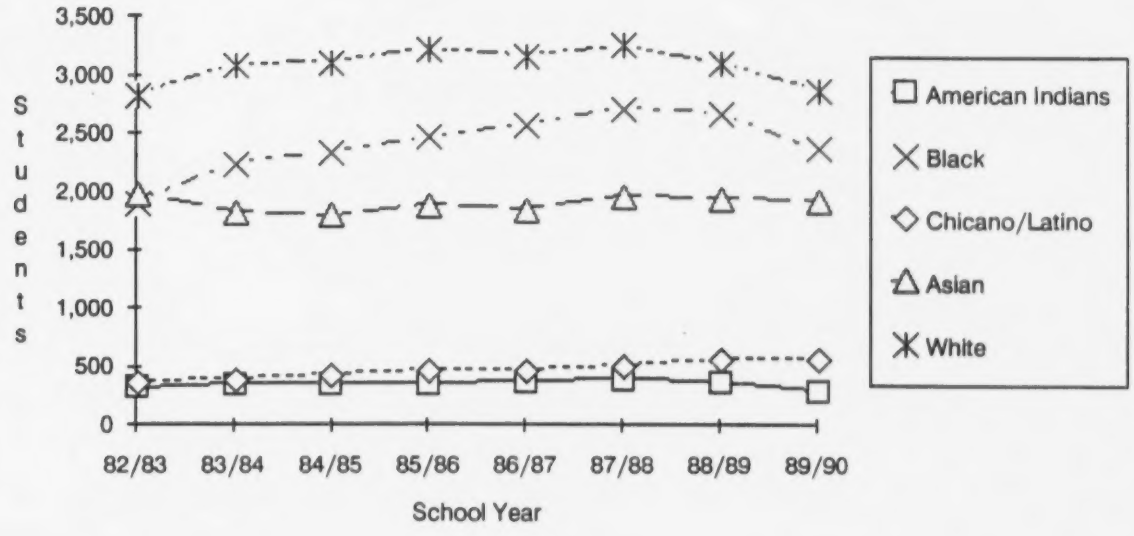
The percentage of American Indian, Black, Latino, and Asian middle school students below grade level have fallen from the prior year to 24.0, 24.7, 22.9 and 23.9 percent, respectively. The increase in the number of middle school students below grade level from 1988-89 to 1989-90 is primarily due to the change of the District's grade configuration policy. White students had the lowest retention rates during the report period (ranging from 19 to 23 percent).

Elementary level students differed from the other school levels. The percentage below grade level appeared to diverge into two similar groups: White-Asian and American Indian-Black-Chicano/Latino, as shown on the accompanying graph. While the percent of White students has been increasing over the eight year period, the percent of Asian students has been decreasing for the past two years to 13.0 and 14.4 percent, respectively. Of the remaining three ethnic groups, the percentage of American Indian students below grade level have fallen for the past two years (18.8 percent for 1989-90), Black students have stabilized at 19.5 percent, and Chicano/Latino students have increased to 19.6 percent. The decrease in the number of elementary school students below grade level from 1988-89 to 1989-90 is primarily due to the change of the District's grade configuration policy.

Students Below Grade Level by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



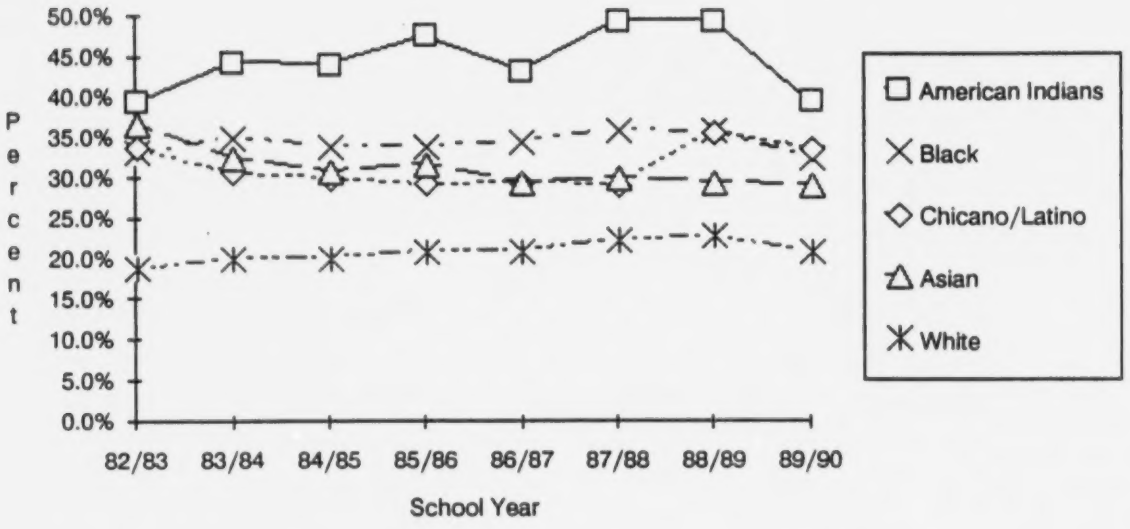
Students Below Grade Level by Ethnic Group
District Summary - All Regular and Alternative Schools
1982-83 to 1989-90



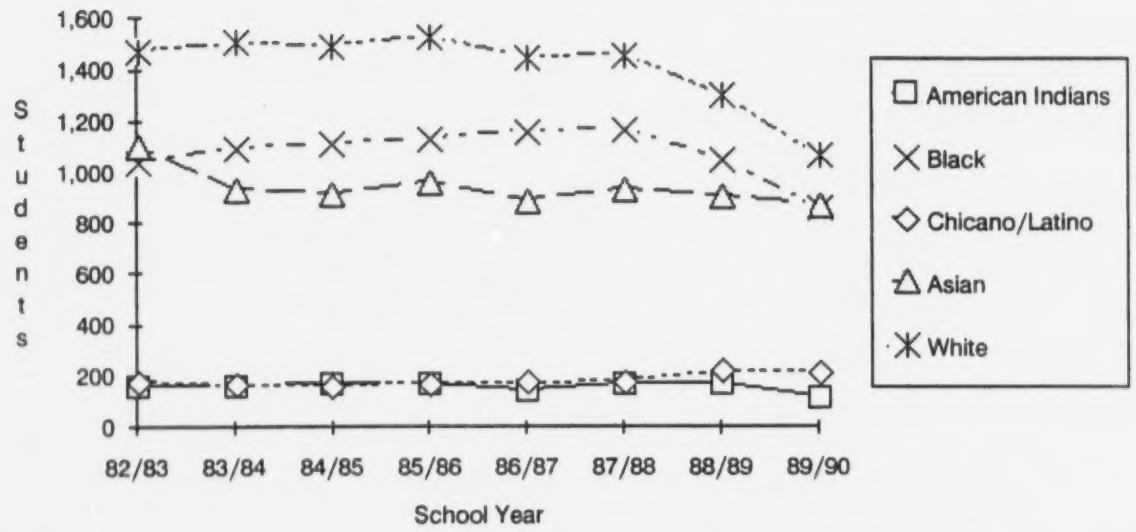
District Summary
Number and Percent of Students in each Ethnic Group Below Grade Level
All Regular and Alternative Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	256	26.6%	279	29.3%	280	30.8%	271	29.2%	290	31.1%	306	32.5%	296	31.5%	227	26.6%
Alaska Native	59	20.7%	66	22.8%	58	22.4%	68	26.0%	61	23.9%	57	23.2%	49	20.6%	50	20.6%
Native American	9	16.7%	12	28.6%	16	25.8%	19	31.1%	25	31.3%	27	27.6%	24	25.8%	25	25.5%
Summary	324	24.9%	357	27.8%	354	28.8%	358	28.6%	376	29.7%	390	30.3%	369	29.0%	302	25.3%
Black	1,916	18.9%	2,248	22.1%	2,340	22.8%	2,472	23.8%	2,574	24.2%	2,717	25.4%	2,673	25.4%	2,375	24.1%
Chicano/Latino																
Latino Asian	23	14.8%	30	17.4%	32	18.9%	38	20.3%	29	13.9%	43	18.9%	49	19.4%	48	18.3%
Latino Black	94	18.3%	93	18.8%	103	22.2%	102	22.9%	105	24.5%	100	27.1%	91	26.0%	73	23.5%
Latino Indian	142	23.9%	155	26.4%	163	26.2%	169	25.3%	174	24.7%	199	26.5%	222	28.4%	247	27.5%
Latino White	111	16.3%	112	16.4%	134	18.4%	161	19.9%	170	20.4%	171	19.0%	209	22.7%	205	22.6%
Summary	370	19.0%	390	20.1%	432	21.8%	470	22.3%	478	22.0%	513	22.9%	571	24.8%	573	24.1%
Asian																
Chinese	356	17.4%	323	16.4%	285	14.3%	293	14.4%	272	13.8%	278	14.1%	273	13.9%	288	14.7%
East Indian	13	7.5%	19	10.0%	24	11.2%	35	14.5%	34	14.4%	45	18.6%	43	17.3%	31	13.2%
Filipino	306	20.2%	345	21.7%	349	21.7%	342	21.0%	343	20.6%	390	22.0%	411	22.3%	388	20.5%
Japanese	43	5.9%	44	6.4%	54	7.9%	52	7.9%	46	7.3%	52	8.8%	58	10.3%	62	11.4%
Korean	96	18.7%	69	14.0%	73	14.9%	67	13.9%	74	15.2%	55	11.4%	53	10.8%	62	13.6%
Other Asian	24	12.4%	29	16.5%	28	13.1%	45	18.6%	56	20.7%	53	19.9%	47	17.5%	50	17.3%
Samoan	104	27.0%	111	29.8%	121	30.9%	119	30.0%	107	27.6%	141	29.6%	141	31.6%	119	26.3%
Other Southeast	697	44.5%	614	41.7%	598	38.7%	619	37.5%	598	34.1%	601	31.7%	597	30.1%	555	27.5%
Vietnamese	346	33.1%	280	28.7%	270	27.3%	324	29.6%	317	28.1%	351	29.4%	326	27.2%	372	29.7%
Summary	1,985	24.3%	1,834	23.1%	1,802	22.2%	1,896	22.5%	1,847	21.6%	1,966	22.1%	1,949	21.6%	1,927	21.2%
White																
Gypsy	22	64.7%	17	70.8%	12	60.0%	16	66.7%	24	60.0%	9	34.6%	12	36.4%	7	33.3%
White	2,820	12.0%	3,080	13.7%	3,094	14.1%	3,222	14.9%	3,146	14.9%	3,253	15.6%	3,103	15.4%	2,865	15.5%
Summary	2,842	12.0%	3,097	13.7%	3,106	14.2%	3,238	15.0%	3,170	15.0%	3,262	15.6%	3,115	15.4%	2,872	15.5%
TOTAL	7,437	16.5%	7,926	18.1%	8,034	18.5%	8,434	19.3%	8,445	19.3%	8,848	20.1%	8,677	20.0%	8,049	19.6%

Students Below Grade Level by Percent of Ethnic Group
All Regular and Alternative High Schools
1982-83 to 1989-90



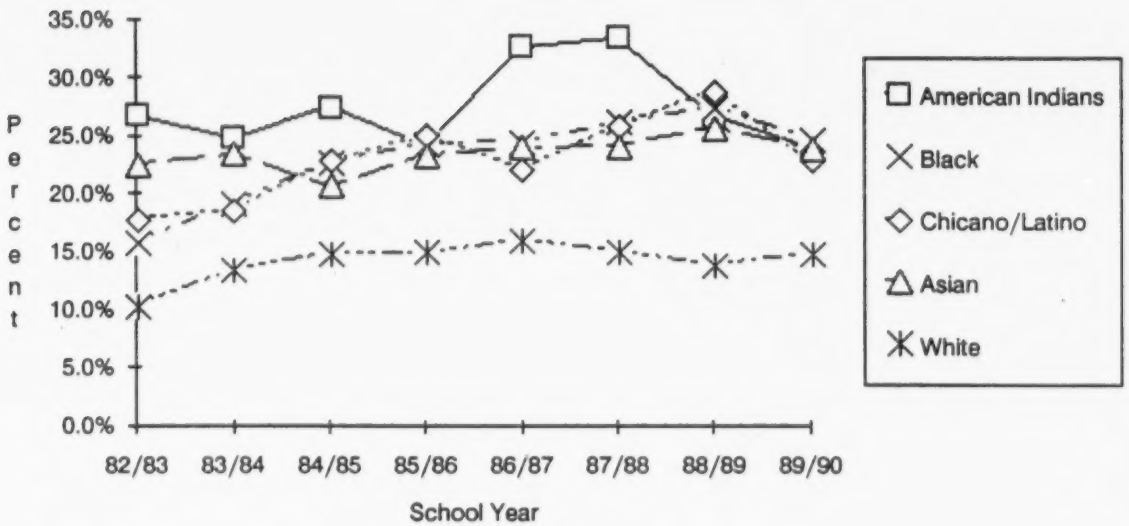
Students Below Grade Level by Ethnic Group
All Regular and Alternative High Schools
1982-83 to 1989-90



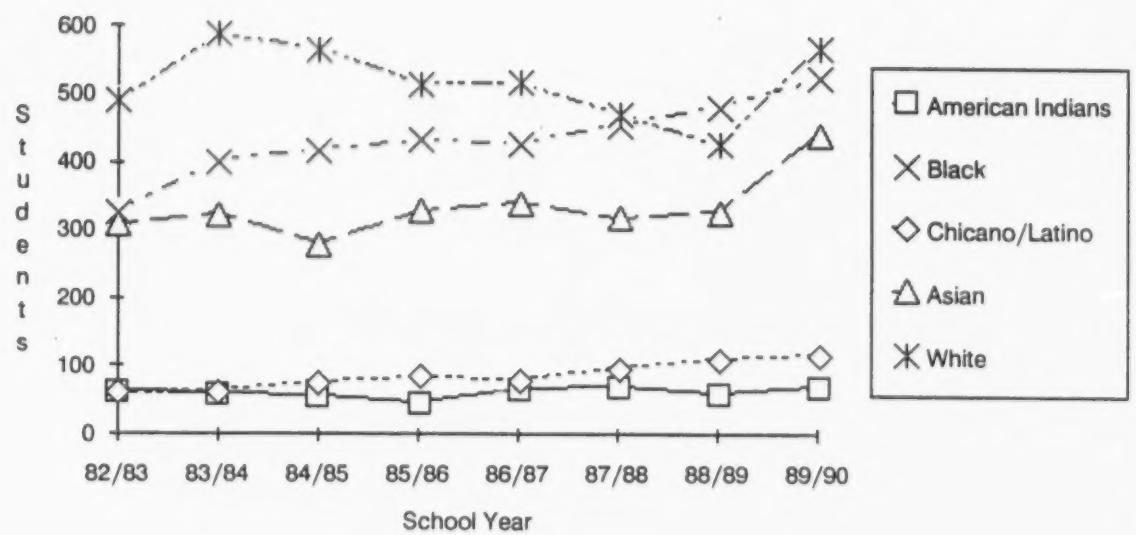
District Summary
Number and Percent of Students in each Ethnic Group Below Grade Level
All Regular and Alternative High Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	127	41.8%	133	46.7%	136	47.4%	127	47.0%	103	42.2%	132	51.4%	143	53.0%	92	42.6%
Alaska Native	27	31.4%	24	32.4%	27	32.1%	37	48.7%	26	38.8%	25	40.3%	19	31.1%	15	25.9%
Native American	6	37.5%	7	63.6%	8	44.4%	9	50.0%	13	72.2%	12	52.2%	12	54.5%	12	42.9%
Summary	160	39.4%	164	44.3%	171	44.0%	173	47.5%	142	43.2%	169	49.4%	174	49.3%	119	39.4%
Black	1,044	33.2%	1,100	35.0%	1,114	34.0%	1,132	33.9%	1,163	34.4%	1,174	35.8%	1,054	35.7%	862	32.4%
Chicano/Latino																
Latino Asian	15	35.7%	17	35.4%	16	28.6%	15	25.0%	13	20.3%	12	17.4%	23	34.3%	21	31.8%
Latino Black	45	34.1%	31	25.0%	35	28.5%	35	28.7%	40	30.1%	41	33.6%	37	31.4%	23	24.2%
Latino Indian	61	35.9%	70	40.0%	64	37.0%	73	37.2%	70	36.6%	71	35.1%	84	40.6%	94	38.7%
Latino White	58	31.2%	49	24.7%	50	25.4%	48	23.3%	52	25.2%	56	25.1%	77	33.8%	79	32.6%
Summary	179	33.8%	167	30.6%	165	30.1%	171	29.3%	175	29.5%	180	29.2%	221	35.6%	217	33.6%
Asian																
Chinese	224	27.0%	191	24.9%	164	20.9%	168	20.8%	151	19.6%	150	19.1%	144	18.7%	167	22.6%
East Indian	3	7.5%	7	14.6%	14	22.6%	20	28.2%	19	25.7%	26	33.8%	25	32.5%	14	20.0%
Filipino	172	29.7%	177	29.2%	166	28.6%	160	27.5%	148	25.8%	181	29.6%	181	28.4%	160	25.1%
Japanese	17	6.3%	11	4.3%	22	8.8%	28	10.9%	26	10.8%	27	12.9%	26	14.3%	25	14.9%
Korean	53	36.3%	34	22.7%	45	26.8%	42	24.1%	39	24.8%	29	18.5%	28	18.9%	29	22.3%
Other Asian	12	27.3%	16	31.4%	12	19.7%	18	26.9%	25	30.1%	20	25.3%	12	16.9%	18	24.0%
Samoan	45	40.2%	45	45.5%	43	40.6%	43	40.2%	44	37.0%	57	42.5%	60	46.5%	44	32.6%
Other Southeast	369	68.0%	293	57.8%	301	53.0%	292	55.1%	270	51.6%	259	46.5%	263	46.7%	222	41.3%
Vietnamese	211	46.4%	160	41.2%	152	38.2%	192	41.9%	169	35.1%	187	36.7%	172	33.7%	194	38.0%
Summary	1,106	36.6%	934	32.5%	919	30.9%	963	31.6%	891	29.5%	936	30.0%	911	29.5%	873	29.1%
White																
Gypsy	2	28.6%	3	60.0%	3	50.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%
White	1,473	18.9%	1,506	20.1%	1,492	20.1%	1,528	21.0%	1,452	21.0%	1,462	22.4%	1,308	22.8%	1,066	20.9%
Summary	1,475	18.9%	1,509	20.1%	1,495	20.2%	1,530	21.0%	1,452	20.9%	1,462	22.4%	1,308	22.8%	1,067	20.9%
TOTAL	3,964	26.6%	3,874	26.8%	3,864	26.5%	3,969	27.2%	3,823	26.8%	3,921	28.2%	3,668	28.8%	3,138	26.8%

Students Below Grade Level by Percent of Ethnic Group
All Regular and Alternative Middle Schools
1982-83 to 1989-90



Students Below Grade Level by Ethnic Group
All Regular and Alternative Middle Schools
1982-83 to 1989-90

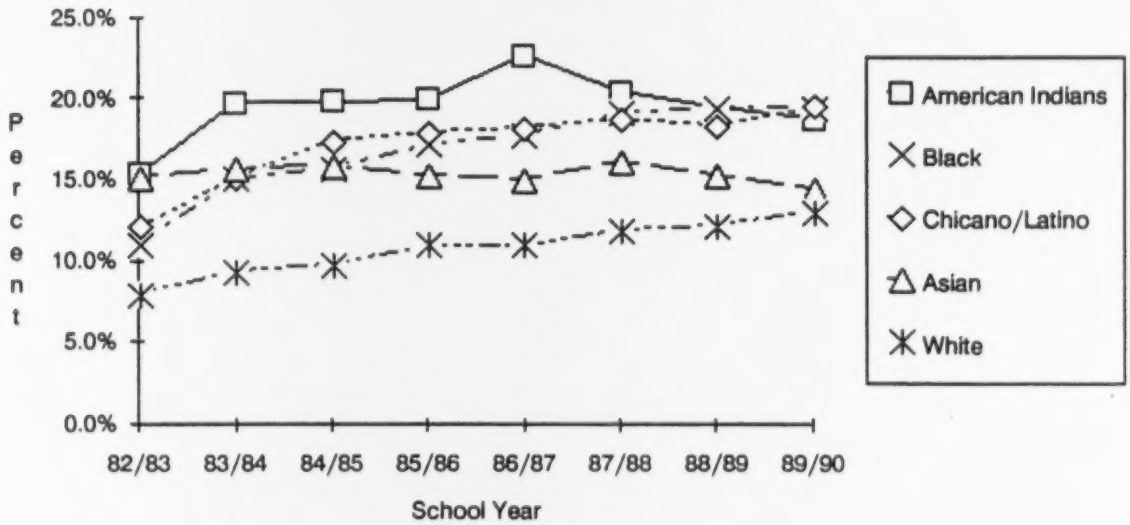


District Summary
Number and Percent of Students in each Ethnic Group Below Grade Level
All Regular and Alternative Middle Schools

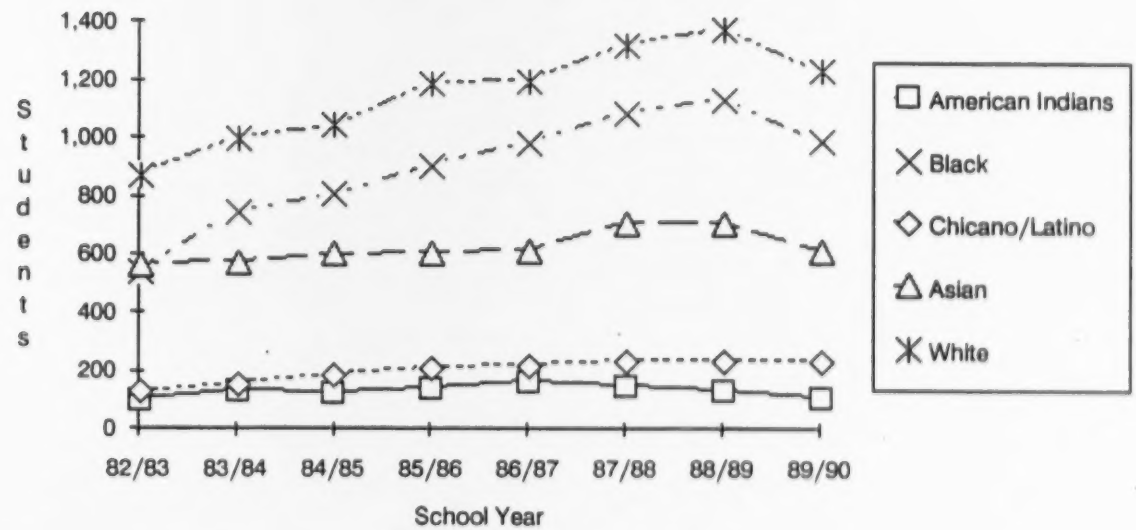
ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	50	28.9%	41	24.1%	44	28.0%	34	23.3%	54	35.3%	58	37.2%	48	29.3%	51	25.6%
Alaska Native	11	21.2%	18	28.6%	11	26.8%	9	20.5%	11	26.2%	9	25.7%	10	23.3%	16	22.2%
Native American	2	20.0%	1	11.1%	2	22.2%	3	37.5%	3	23.1%	5	20.8%	2	11.1%	3	14.3%
Summary	63	26.8%	60	24.8%	57	27.5%	46	23.2%	68	32.7%	72	33.5%	60	26.7%	70	24.0%
Black	327	15.9%	401	19.1%	419	22.7%	434	24.0%	429	24.6%	456	26.2%	483	27.5%	525	24.7%
Chicano/Latino																
Latino Asian	0	0.0%	1	3.7%	3	12.0%	9	31.0%	9	25.7%	8	25.8%	7	21.2%	6	14.0%
Latino Black	16	16.0%	22	19.5%	20	21.3%	23	25.8%	22	25.6%	19	27.1%	19	33.9%	22	27.5%
Latino Indian	28	25.7%	31	27.9%	28	27.5%	25	26.9%	25	21.6%	35	30.4%	43	38.1%	44	25.1%
Latino White	18	15.9%	11	11.3%	26	22.4%	29	21.3%	26	19.4%	36	22.2%	43	23.1%	45	21.0%
Summary	62	17.8%	65	18.7%	77	22.8%	86	24.8%	82	22.1%	98	25.9%	112	28.9%	117	22.9%
Asian																
Chinese	52	15.1%	53	14.3%	39	11.0%	52	14.5%	50	14.0%	46	14.7%	47	17.2%	59	15.3%
East Indian	4	11.8%	5	14.3%	3	7.7%	6	13.6%	6	13.3%	3	8.1%	5	12.8%	5	9.8%
Filipino	42	16.8%	55	21.1%	69	25.8%	66	24.0%	72	26.0%	71	25.8%	90	31.4%	103	23.7%
Japanese	7	4.6%	12	8.4%	12	9.5%	7	7.1%	7	7.6%	10	11.4%	7	10.3%	8	8.5%
Korean	20	22.0%	23	24.0%	12	14.8%	12	14.8%	18	20.0%	11	13.8%	6	8.5%	11	11.8%
Other Asian	3	7.7%	4	13.3%	5	10.9%	12	22.2%	13	27.7%	4	11.4%	8	17.8%	8	13.1%
Samoan	15	24.6%	15	28.8%	14	25.0%	20	27.8%	21	32.8%	17	28.8%	19	29.2%	24	24.5%
Other Southeast	110	46.4%	109	49.1%	90	40.7%	108	40.8%	107	40.5%	103	41.9%	95	36.5%	132	34.9%
Vietnamese	56	34.8%	49	28.0%	37	21.9%	46	24.7%	48	25.7%	54	29.0%	50	29.9%	92	35.8%
Summary	309	22.6%	325	23.5%	281	20.7%	329	22.9%	342	24.1%	319	24.2%	327	25.6%	442	23.9%
White																
Gypsy	0	0.0%	0	0.0%	2	66.7%	5	83.3%	9	100.0%	1	25.0%	0	0.0%	1	33.3%
White	491	10.4%	589	13.4%	566	14.8%	512	14.5%	509	15.7%	473	15.0%	427	13.9%	570	14.8%
Summary	491	10.4%	589	13.4%	568	14.8%	517	14.6%	518	16.0%	474	15.1%	427	13.9%	571	14.8%
TOTAL	1,252	14.3%	1,440	17.0%	1,402	18.5%	1,412	19.3%	1,439	20.6%	1,419	20.9%	1,409	20.9%	1,725	20.0%

SISO - December 1989

Students Below Grade Level by Percent of Ethnic Group
All Regular and Alternative Elementary Schools
1982-83 to 1989-90



Students Below Grade Level by Ethnic Group
All Regular and Alternative Elementary Schools
1982-83 to 1989-90



District Summary
Number and Percent of Students in each Ethnic Group Below Grade Level
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89		1989/90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	79	16.3%	105	21.1%	100	21.5%	110	21.2%	133	24.8%	116	21.9%	105	20.8%	84	19.1%
Alaska Native	21	14.3%	24	15.7%	20	14.9%	22	15.4%	24	16.4%	23	15.4%	20	14.9%	19	16.8%
Native American	1	3.6%	4	18.2%	6	17.1%	7	20.0%	9	18.4%	10	19.6%	10	18.9%	10	20.4%
Summary	101	15.3%	133	19.8%	126	19.8%	139	20.0%	166	22.7%	149	20.4%	135	19.5%	113	18.8%
Black	545	11.1%	747	15.1%	807	15.7%	906	17.2%	982	17.8%	1,087	19.1%	1,136	19.5%	988	19.5%
Chicano/Latino																
Latino Asian	8	9.3%	12	12.4%	13	14.8%	14	14.3%	7	6.4%	23	18.0%	19	12.5%	21	13.7%
Latino Black	33	11.7%	40	15.5%	48	19.4%	44	18.7%	43	20.5%	40	22.6%	35	19.9%	28	20.6%
Latino Indian	53	16.8%	54	17.9%	71	20.5%	71	18.6%	79	19.8%	93	21.5%	95	20.5%	109	22.7%
Latino White	35	9.1%	52	13.4%	58	14.0%	84	17.9%	92	18.6%	79	15.4%	89	17.6%	81	17.9%
Summary	129	12.1%	158	15.1%	190	17.4%	213	18.0%	221	18.2%	235	18.8%	238	18.3%	239	19.6%
Asian																
Chinese	80	9.2%	79	9.5%	82	9.5%	73	8.4%	71	8.4%	82	9.4%	82	8.9%	62	7.5%
East Indian	6	6.1%	7	6.5%	7	6.2%	9	7.1%	9	7.7%	16	12.5%	13	9.8%	12	10.6%
Filipino	92	13.5%	113	15.7%	114	15.0%	116	15.0%	123	15.0%	138	15.6%	140	15.2%	125	15.3%
Japanese	19	6.2%	21	7.2%	20	6.6%	17	5.6%	13	4.4%	15	5.1%	25	8.0%	29	10.2%
Korean	23	8.3%	12	4.9%	16	6.6%	13	5.7%	17	7.1%	15	6.1%	19	7.0%	22	9.4%
Other Asian	9	8.1%	9	9.5%	11	10.3%	15	12.3%	18	12.8%	29	19.1%	27	17.8%	24	15.7%
Samoan	44	20.8%	51	23.1%	64	27.8%	58	25.7%	42	20.6%	67	25.5%	62	24.6%	51	23.2%
Other Southeast	218	27.7%	212	28.6%	207	27.4%	219	25.3%	221	22.8%	239	21.8%	239	20.6%	201	18.3%
Vietnamese	79	18.4%	71	17.2%	81	19.2%	86	18.9%	100	21.7%	110	22.1%	104	19.9%	86	17.7%
Summary	570	15.1%	575	15.7%	602	15.9%	604	15.3%	614	15.0%	711	16.1%	711	15.3%	612	14.4%
White																
Gypsy	20	76.9%	14	93.3%	7	63.6%	9	45.0%	15	51.7%	8	40.0%	12	40.0%	5	35.7%
White	856	7.7%	985	9.2%	1,036	9.7%	1,182	10.9%	1,185	10.9%	1,318	11.8%	1,368	12.1%	1,229	12.9%
Summary	876	7.9%	999	9.4%	1,043	9.8%	1,191	11.0%	1,200	11.0%	1,326	11.9%	1,380	12.2%	1,234	13.0%
TOTAL	2,221	10.3%	2,612	12.4%	2,768	13.0%	3,053	13.9%	3,183	14.2%	3,508	15.1%	3,600	15.1%	3,186	15.4%

"DROPOUTS"

"DROPOUTS"

Note

The state has changed its definition of dropout from a September-to-September count to an October-to-October count for the 1987-88 school year. This substantially reduced Seattle's apparent dropout rate from around 18 percent to under 16 percent. All prior years have been recalculated to be consistent with the new definition.

Definition

(The term "Dropouts" includes students who transferred from the District without formal notification.)

Perhaps no data are more likely to cause confusion and erroneous interpretations than dropout data. There are several ways to calculate the number of dropouts and dropout rates all of which lead to very different figures. In addition, there are serious limitations to the data:

First, the District keeps no record of what happens to students who leave except for an approximate "release reason" code. This code is entered when students are dropped from enrollment in a school. Except for infrequent informal notification by parents or occasional requests for records from another school, there is no data collection. Schools vary in the extent to which they maintain these codes and in the extent to which they correct a code after a request for records is received from another school.

Second, students who drop out frequently are in and out of school several times. The decision to call the student a dropout depends in large part upon the time frame examined. For example, about 2,350 students dropped out in one year. Of these, 281 returned in the first two weeks. Three hundred and forty-three had returned by November 1. By January 1, a total of 423 or 18 percent had returned. By using a later date, these students would not have been called "dropouts". As noted above, the state has changed its definition of "dropout" several times. Last year the dates were changed to an October-to-October time frame.

Third, many of the students categorized as dropouts are actually "no-shows". That means, the last school to enroll the student transferred the student to another school, either because the student requested a transfer or because the student reached the highest grade level in that school. Hundreds of these students never show up at the assigned school after summer vacation or semester break. Since the student is no longer enrolled in the Seattle Public Schools, no school is responsible for entering the correct code even if the school administrators know that the student actually transferred to another district.

In addition to the problems mentioned above, the situation is further confused by

the existence of two different methods for calculating dropout rates. The first, not reported here, is a comparison of the number of ninth graders to the number of graduates four years later. This procedure ignores the fact that students are continuously transferring between schools so that a graduating class includes a large percentage of transfers not reflected in its ninth grade population. In practice, the transfers into a school are balanced by the transfers out. However, any overall enrollment decline will increase the apparent drop-out rate. Calculating this dropout rate is especially troublesome in Seattle because we calculate high school grade level based upon credits earned. Since the implementation of that policy, the number of ninth graders has ballooned with at-risk, low achieving students who are not making normal progress toward graduation. This figure inflates the ninth grade figure and increases the apparent dropout rate when compared to graduates four years later. Going back in time to determine the number of entering ninth graders each year is a time-consuming process that could not be included in this report. The national figures associated with this definition of dropout are 25 percent. Seattle is close to that national average.

The second procedure for computing dropout rates, which is reported here, is the procedure required by the State for its annual P210 report. This is an annual count of the number of students who leave the District without transferring to another school or graduating and who have not re-enrolled the following fall. Dropouts include students who leave for employment, marriage, pregnancy, armed forces, or were suspended or expelled without returning. Institutionalized students, transfers, or students with a GED are not counted as dropouts. Students who do not show up at their assigned school and students who are listed as "unable to locate" are included as "dropouts". For the reasons mentioned above, the figures reported here are probably exaggerated. Comparisons with "dropout" rates from other districts should be undertaken with extreme caution. "Dropout" figures from year to year or between ethnic groups are comparable because the same method with the same biases are used throughout.

In the years prior to 1987-88, students were counted as dropouts if they left school and did not re-enroll by the beginning of the next school year. Beginning last year, the dropout rate is calculated from October 1 so that students who return during the following September are not counted as dropouts. This reduces the dropout rate by about 4 percent. We have recalculated the dropout rate for the first five years of data as shown on the following charts and tables so that a comparable set of figures could be presented.

Because this is an annual rate, one should not multiply the rate by four to obtain an overall rate for four years of high school. As mentioned above, many of these students will return to be counted again as a "dropout" the following year.

Dropout figures are presented in the same format as other tables, with separate tables for high school, middle school and elementary school students. Figures are given for the last seven years. Percentages are based upon October 1 enrollment. Ideally, "dropout" figures should be expressed in terms of the cumulative enrollment of the District. As mentioned in the section on suspension, cumulative enrollment is not readily available on the computer data base, and, consequently, cannot now be used for reporting. The effect of using Fall enrollment is to further over-estimate the figures.

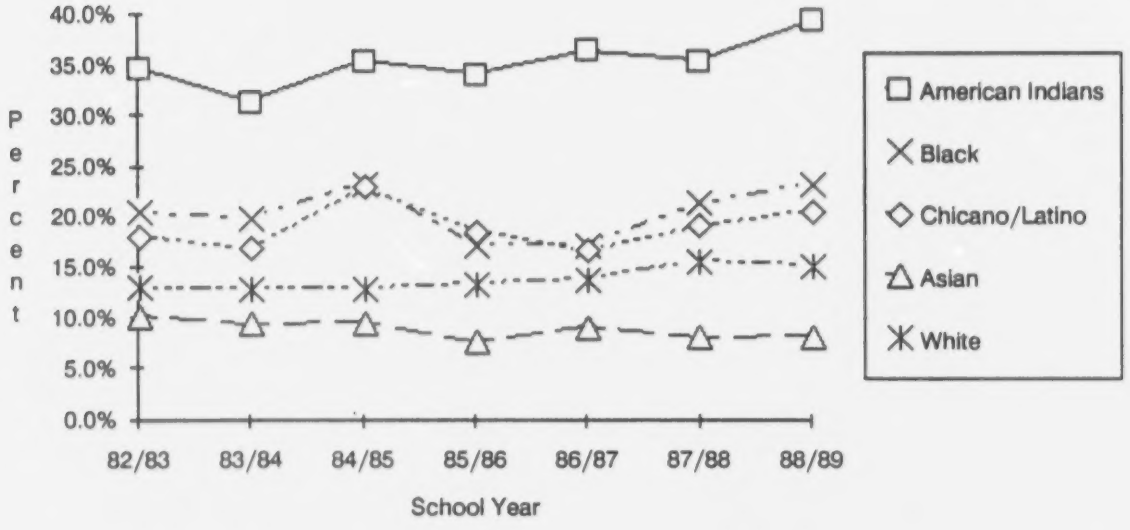
Results

The high school "dropout" rate appears to be increasing since the 1986-87 school year for each of the five major ethnic groups except for White students. There are consistent differences between the various ethnic groups, with American Indian students having a much higher "dropout" rate than other groups (39.4 percent). Black and Chicano/Latino students have "dropout" rates of 23.3 percent and 20.6 percent, respectively. White students have approximately a 15.1 percent "dropout" rate and Asian students, 8.2 percent.

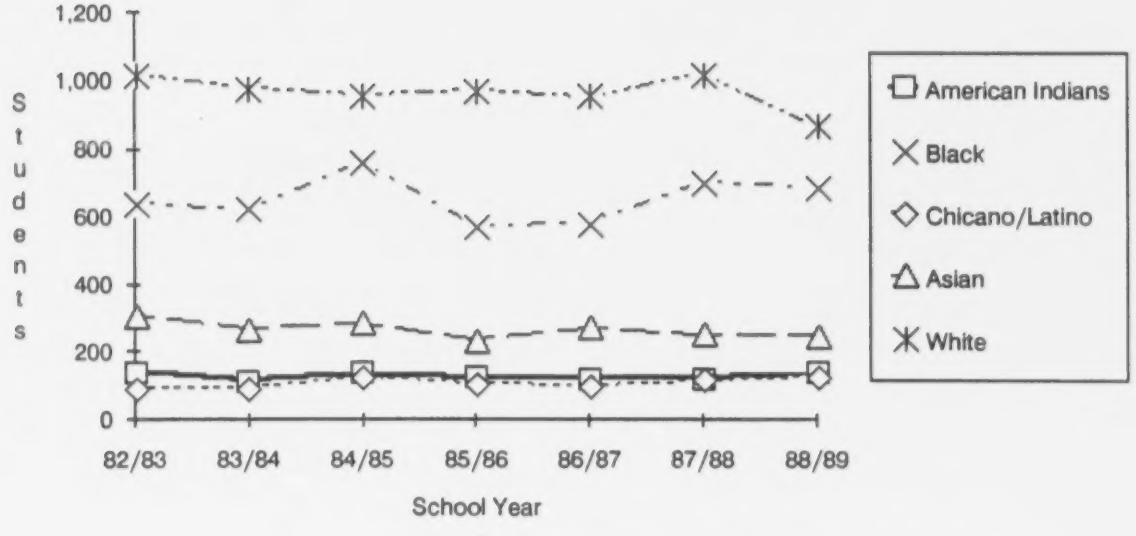
In middle schools, the "dropout" rate, while lower than the high school rate, has increased over the prior year. The relative pattern between ethnic groups is similar to high schools.

Not surprisingly, the elementary numbers and rates are lower than high school but are near the middle school level. Most of these "dropouts" are really "no shows." The elementary rates show no definite trend and probably show only random variation.

Distribution of "Dropouts" by Percent of Ethnic Group
Regular and Alternative High Schools
1982-83 to 1988-89



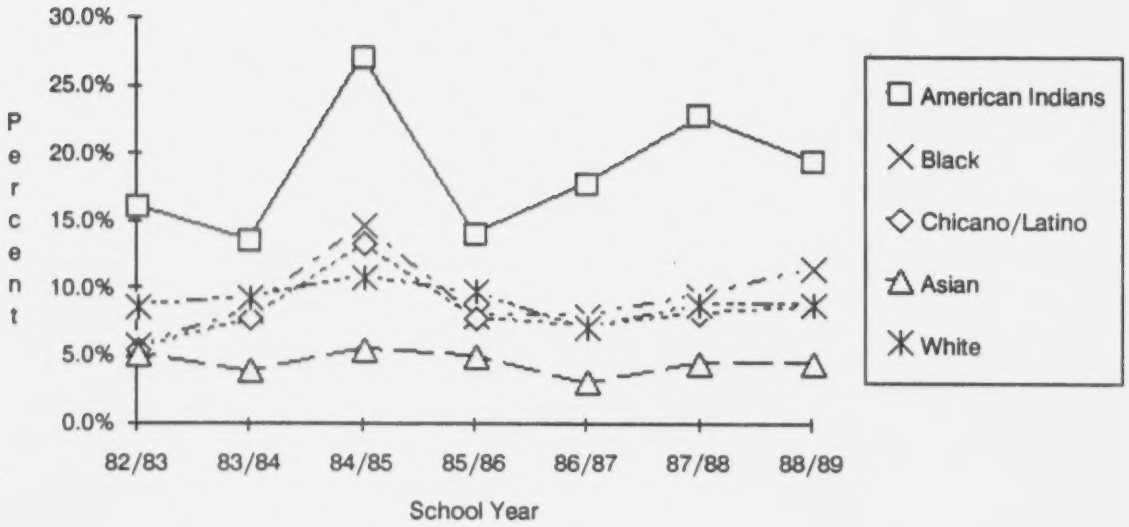
Distribution of "Dropouts" by Ethnic Group
Regular and Alternative High Schools
1982-83 to 1988-89



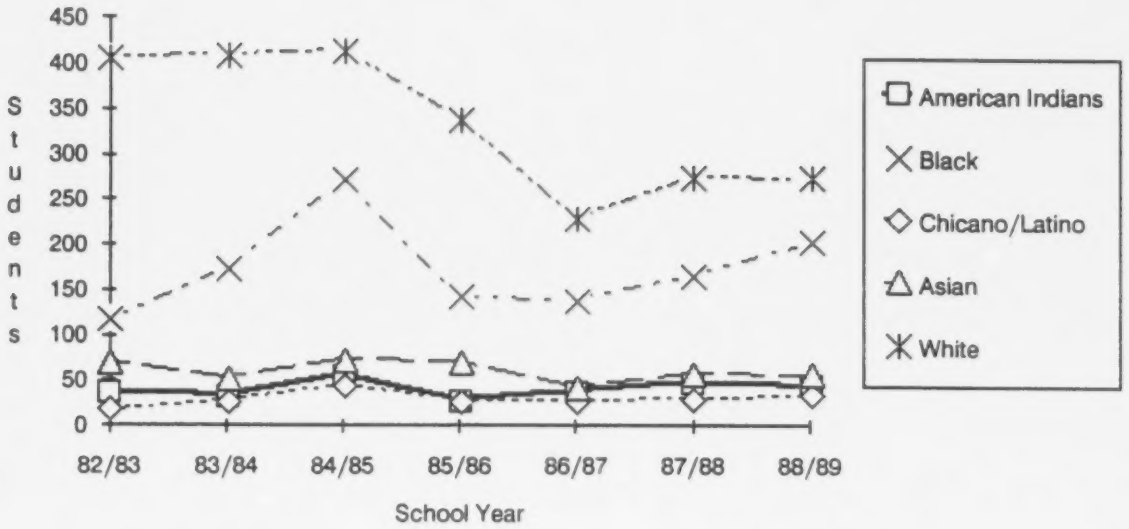
District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians														
American Indian	104	34.2%	96	33.7%	106	36.9%	100	37.0%	91	37.3%	98	38.1%	115	42.6%
Alaska Native	29	33.7%	17	23.0%	24	28.6%	16	21.1%	21	31.3%	14	22.6%	14	23.0%
Native American	8	50.0%	3	27.3%	8	44.4%	8	44.4%	8	44.4%	9	39.1%	10	45.5%
Summary	141	34.7%	116	31.4%	138	35.5%	124	34.1%	120	36.5%	121	35.4%	139	39.4%
Black	644	20.5%	624	19.9%	763	23.3%	576	17.3%	581	17.2%	700	21.4%	688	23.3%
Chicano/Latino														
Latino Asian	10	23.8%	4	8.3%	6	10.7%	8	13.3%	11	17.2%	11	15.9%	15	22.4%
Latino Black	18	13.6%	11	8.9%	14	11.4%	11	9.0%	9	6.8%	14	11.5%	19	16.1%
Latino Indian	42	24.7%	44	25.1%	63	36.4%	46	23.5%	50	26.2%	59	29.2%	56	27.1%
Latino White	26	14.0%	33	16.7%	43	21.8%	43	20.9%	29	14.1%	34	15.2%	38	16.7%
Summary	96	18.1%	92	16.9%	126	23.0%	108	18.5%	99	16.7%	118	19.2%	128	20.6%
Asian														
Chinese	38	4.6%	31	4.0%	32	4.1%	29	3.6%	35	4.5%	23	2.9%	22	2.8%
East Indian	2	5.0%	2	4.2%	3	4.8%	3	4.2%	3	4.1%	5	6.5%	4	5.2%
Filipino	47	8.1%	56	9.2%	66	11.4%	38	6.5%	42	7.3%	52	8.5%	54	8.5%
Japanese	8	2.9%	10	4.0%	9	3.6%	11	4.3%	13	5.4%	13	6.2%	11	6.0%
Korean	10	6.8%	6	4.0%	13	7.7%	10	5.7%	9	5.7%	8	5.1%	10	6.8%
Other Asian	9	20.5%	8	15.7%	14	23.0%	3	4.5%	15	18.1%	7	8.9%	12	16.9%
Samoan	31	27.7%	26	26.3%	22	20.8%	23	21.5%	22	18.5%	26	19.4%	17	13.2%
Other Southeast	100	18.4%	81	16.0%	77	13.6%	84	15.8%	78	14.9%	81	14.5%	76	13.5%
Vietnamese	64	14.1%	51	13.1%	51	12.8%	33	7.2%	57	11.9%	38	7.5%	46	9.0%
Summary	309	10.2%	271	9.4%	287	9.6%	234	7.7%	274	9.1%	253	8.1%	252	8.2%
White														
Gypsy	0	--	2	40.0%	2	33.3%	1	50.0%	1	50.0%	0	--	0	--
White	1,020	13.1%	976	13.0%	955	12.9%	972	13.4%	955	13.8%	1,018	15.6%	868	15.1%
Summary	1,020	13.1%	978	13.0%	957	12.9%	973	13.4%	956	13.8%	1,018	15.6%	868	15.1%
TOTAL	2,210	14.8%	2,081	14.4%	2,271	15.5%	2,015	13.8%	2,030	14.2%	2,210	15.9%	2,075	16.3%

Distribution of "Dropouts" by Percent of Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1988-89



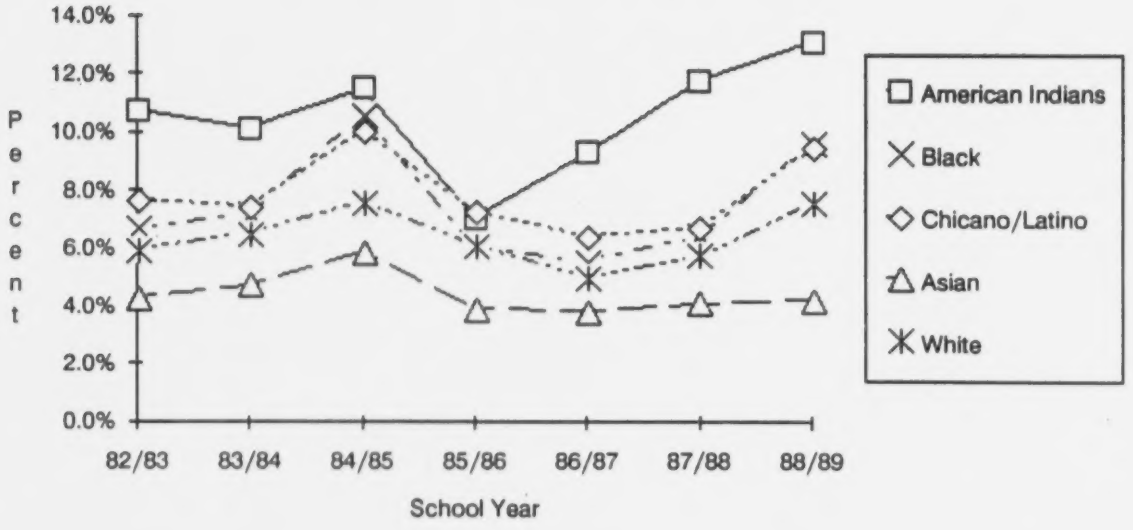
Distribution of "Dropouts" by Ethnic Group
Regular and Alternative Middle Schools
1982-83 to 1988-89



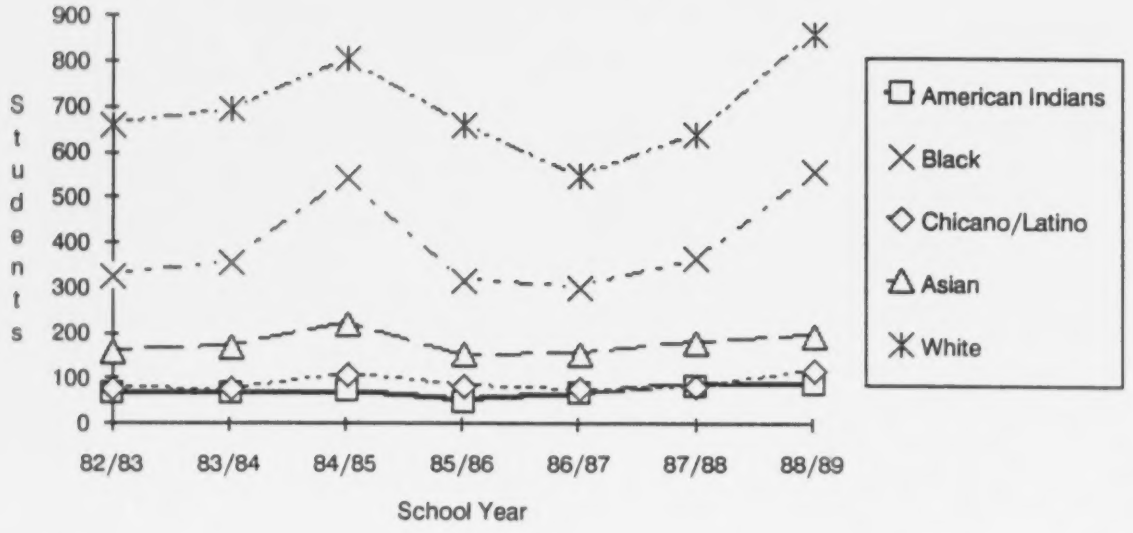
District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians														
American Indian	26	15.0%	24	14.1%	48	30.6%	25	17.9%	31	20.3%	40	25.6%	39	23.8%
Alaska Native	11	21.2%	6	9.5%	4	9.8%	2	4.7%	4	9.5%	7	20.0%	2	4.7%
Native American	1	10.0%	3	33.3%	4	44.4%	0	--	2	15.4%	2	8.3%	3	16.7%
Summary	38	16.2%	33	13.6%	56	27.1%	27	14.1%	37	17.8%	49	22.8%	44	19.6%
Black	118	5.7%	174	8.3%	272	14.7%	143	8.0%	139	8.0%	167	9.6%	204	11.6%
Chicano/Latino														
Latino Asian	2	7.4%	0	--	4	16.0%	2	6.9%	2	5.7%	3	9.7%	1	3.0%
Latino Black	3	3.0%	4	3.5%	6	6.4%	4	4.5%	5	5.8%	3	4.3%	4	7.1%
Latino Indian	10	9.2%	13	11.7%	22	21.6%	14	15.4%	12	10.3%	10	8.7%	15	13.3%
Latino White	4	3.5%	10	10.3%	13	11.2%	7	5.3%	8	6.0%	15	9.3%	14	7.5%
Summary	19	5.4%	27	7.8%	45	13.4%	27	7.9%	27	7.3%	31	8.2%	34	8.8%
Asian														
Chinese	13	3.8%	6	1.6%	7	2.0%	7	2.0%	2	0.6%	7	2.2%	9	3.3%
East Indian	0	--	2	5.7%	2	5.1%	4	9.3%	3	6.7%	0	--	2	5.1%
Filipino	10	4.0%	8	3.1%	16	6.0%	15	5.5%	9	3.2%	8	2.9%	15	5.2%
Japanese	2	1.3%	3	2.1%	1	0.8%	2	2.0%	3	3.3%	5	5.7%	3	4.4%
Korean	9	9.9%	6	6.3%	7	8.6%	3	3.8%	6	6.7%	6	7.5%	2	2.8%
Other Asian	3	7.7%	3	10.0%	2	4.3%	8	15.1%	1	2.1%	3	6.6%	0	0.0%
Samoan	7	11.5%	4	7.7%	7	12.5%	11	15.3%	7	10.9%	2	3.4%	6	9.2%
Other Southeast	15	6.3%	16	7.2%	11	5.0%	12	4.7%	7	2.7%	18	7.3%	13	5.0%
Vietnamese	11	6.8%	6	3.4%	21	12.4%	9	4.9%	5	2.7%	10	5.4%	7	4.2%
Summary	70	5.1%	54	3.9%	74	5.4%	71	5.0%	43	3.0%	59	4.5%	57	4.5%
White														
Gypsy	0	--	0	--	1	33.3%	3	150.0%	0	--	2	50.0%	0	0.0%
White	407	8.6%	410	9.4%	415	10.8%	336	9.7%	230	7.1%	275	8.7%	275	8.9%
Summary	407	8.6%	410	9.4%	416	10.8%	339	9.8%	230	7.1%	277	8.8%	275	8.9%
TOTAL	652	7.5%	698	8.3%	863	11.4%	607	8.4%	476	6.8%	583	8.6%	614	9.1%

Distribution of "Dropouts" by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1988-89



Distribution of "Dropouts" by Ethnic Group
Regular and Alternative Elementary Schools
1982-83 to 1988-89



District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1982/83		1983/84		1984/85		1985/86		1986/87		1987/88		1988/89	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians														
American Indian	58	12.0%	46	9.3%	60	12.9%	40	7.7%	54	10.1%	75	14.2%	75	14.8%
Alaska Native	5	3.4%	20	13.1%	11	8.2%	8	5.6%	10	6.8%	7	4.7%	9	6.7%
Native American	8	28.6%	2	9.1%	2	5.7%	1	2.9%	4	8.2%	4	7.8%	7	13.2%
Summary	71	10.8%	68	10.1%	73	11.5%	49	7.0%	68	9.3%	86	11.8%	91	13.1%
Black	330	6.7%	358	7.2%	545	10.6%	320	6.1%	305	5.5%	367	6.5%	560	9.6%
Chicano/Latino														
Latino Asian	6	7.0%	7	7.2%	10	11.4%	6	6.1%	7	6.4%	2	1.6%	6	3.9%
Latino Black	12	4.3%	9	3.5%	12	4.9%	17	7.2%	10	4.8%	4	2.3%	20	11.4%
Latino Indian	24	7.6%	20	6.6%	31	9.0%	28	7.3%	26	6.5%	25	5.8%	45	9.7%
Latino White	40	10.4%	42	10.8%	57	13.8%	35	7.4%	35	7.1%	53	10.3%	52	10.3%
Summary	82	7.7%	78	7.5%	110	10.0%	86	7.3%	78	6.4%	84	6.7%	123	9.5%
Asian														
Chinese	24	2.8%	14	1.7%	21	2.4%	21	2.4%	17	2.0%	23	2.6%	21	2.3%
East Indian	1	1.0%	4	3.7%	11	9.7%	5	3.9%	1	0.9%	6	4.7%	11	8.3%
Filipino	26	3.8%	26	3.6%	37	4.9%	28	3.6%	33	4.0%	23	2.6%	45	4.9%
Japanese	5	1.6%	10	3.4%	12	3.9%	10	3.3%	13	4.4%	6	2.1%	14	4.5%
Korean	16	5.8%	12	4.9%	17	7.0%	13	5.7%	10	4.2%	14	5.7%	11	4.0%
Other Asian	8	7.2%	4	4.2%	10	9.3%	6	4.9%	6	4.3%	12	7.9%	4	2.6%
Samoan	14	6.6%	28	12.7%	29	12.6%	23	10.6%	13	6.4%	24	9.1%	15	6.0%
Other Southeast	48	6.1%	50	6.7%	63	8.3%	30	3.5%	40	4.1%	59	5.4%	53	4.6%
Vietnamese	20	4.7%	25	6.1%	23	5.5%	18	4.0%	23	5.0%	14	2.8%	22	4.2%
Summary	162	4.3%	173	4.7%	223	5.9%	154	3.9%	156	3.8%	181	4.1%	196	4.2%
White														
Gypsy	19	73.1%	0	--	14	127.3%	2	10.0%	15	51.7%	8	40.0%	0	0.0%
White	643	5.8%	697	6.5%	794	7.5%	662	6.1%	535	4.9%	634	5.7%	866	7.7%
Summary	662	6.0%	697	6.5%	808	7.6%	664	6.1%	550	5.0%	642	5.7%	866	7.6%
TOTAL	1,307	6.1%	1,374	6.5%	1,759	8.3%	1,273	5.8%	1,157	5.1%	1,360	5.8%	1,836	7.7%

The Seattle Public Schools

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